Catalog Description: This course covers all aspects of the school counselor’s role, including history and philosophy of school guidance, multicultural issues, organization and administration of school counseling programs, and licensure and professional roles of a school counselor. In addition to classroom lectures, class discussions and class activities, observation in the school and contact with practicing school counselors are major components of the course.

Instructor: Diane Williams, PhD, LPC, NCC, NCSC
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Professional Conduct: Students enrolled in graduate counseling programs are expected to abide by the American Counseling Association (ACA) Code of Conduct, all state and federal laws, and rules and regulations of the university. Violations of any of these may result in disciplinary action, including suspension from the graduate program.

The Fundamentals of School Counseling class is designed to acquaint the student with the role of the school counselor. Students will become familiar with the job responsibilities, tasks, and activities expected from a school counselor. The course contains two components: 1) a pre-internship phase which involves “shadowing” a school counselor in the school setting. The student will observe and participate in activities permitted by the school. 2) Professional seminars will be held weekly (or as determined/planned by instructor) on the Hattiesburg campus to allow exchange of experiences, ideas, and requirements of school counselors. Topics to be discussed are noted on the schedule of class meetings calendar.

Schedule of Class Meetings / Assignments: (Class dates/assignments will be discussed during the introductory session in Seminar 1, August 26)

Students should read the assigned text prior to each seminar. During each seminar, the class format will include lecture, discussion, and group work. It is imperative that class members turn in all assignments on due dates and be familiar with reading assignments specified on the syllabus. **Students are encouraged to begin work on the Book of Roles, Chapter and topic presentations at the beginning of the trimester. The Book of Roles will cover a 12 month period. Resources for a 12 month period must be included in the assignment. (Due Oct. 28).**
Seminar 1: Introduction/Syllabus Review – August 26  Chapter and topic presentation assignments will be determined. Presentations are due as noted on the syllabus. 


3. Book of Roles Resources - Needs assessment form, (10) Internet web link addresses listing good school counseling sites, and handouts/worksheets addressing: study tips, scholarships, test preparation, tutorial resources, time management, etc.) 4. Include a 6 week calendar listing duties of the school counselor for the first 6 week period. 5. Begin working on a Self-Reflection paper (1-2 pages) listing your strengths and weaknesses as a future counselor. List your strengths, weaknesses, fears, skills, etc. Due Sept. 2.

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Seminar 2: Sept. 2 – Guest Speaker/Theory Review/Practice - Homework for Seminar 3 – 1. Work on chapter/topic presentations. 2. Book of Roles Resources - Parent Handout, Counseling brochure, Resource related to drug/alcohol abuse/anger management/stress management, and (10) Internet web link addresses on bullying/violence in schools/suicide. Include information on crisis response/management in this section. 3. Include a 6-week calendar listing duties of the school counselor during the second 6-week period. 4. Begin interview assignment – due Sept. 30. 5. Work on Philosophy assignment due Sept. 16. 6. Identify 5 books that could be used in bibliotherapy, 5 songs/music therapy, and 5 movies/cinematherapy, that could be used to counsel K-12 students. (Use creative resources in presentations!!)

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Seminar 3: September 16 - Chapter Presentations - (Philosophy assignment due) -Homework for Seminar 4 – 1. Continue to work on chapter/topic presentations. 2. Book of Roles Resources: Behavior contract/worksheet, Functional Behavioral Assessment Plan, goal setting resource/handout, referral form(s). 3. (10) Internet web link addresses on diversity/multicultural issues in schools, and 4. Include a 6 week calendar listing duties of the school counselor during third 6 week period. 5. Work on interview assignment-due Sept. 30. Interview a counselor, parent, and an administrator (follow guidelines in syllabus) Due Sept. 30. Interview assignments will not be accepted after due date.

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Seminar 4: Sept. 30 – Chapter Presentations (Interview assignment due) - Homework for Seminar 5 – 1. Finalize topic presentations. (Due Oct. 28) 2. Continue to work on Book of Roles. (Due Oct. 28). Include a comprehensive Test security plan and documentation in the Book of Roles, and 3. Include a 6 week calendar listing the duties of a school counselor for the fourth 6 week period. 4. Obtain (10) websites for state counseling associations, regional counseling associations, and any other site related to professional development/counselor advocacy. Important note: Turn in Book of Roles and Topic Presentation on Oct. 28. No credit for major work turned in after that date will be given. NO EXCEPTIONS!
Seminar 5: October 14 – Chapter Presentations - Homework – Seminar 6: 1. Include a 6 week calendar listing duties of a school counselor during the fifth and sixth 6 week periods. 2. Include an outline of summer school duties for a school counselor working on a 12 month contract. 3. Print out and critique an article on counselor wellness/self care. 4. Obtain (10 Internet sites on resiliency, social skills, and social justice/responsibility. Study for exam next week. BOOK OF ROLES DUE NEXT WEEK!


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Note: Book of Roles will be graded and returned to graduate office at the end of the trimester. Students may pick up their Book of Roles at their convenience.

- In case of a catastrophic event, the following procedures will be maintained: 1) In case of a closed campus with Internet access, all courses will shift to Blackboard or email delivery of assignments. Follow all assignments in the syllabus and send them via Blackboard or email to your professor. 2) In case of a closed campus with no Internet access, follow all syllabus directions for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments can also be sent by mail or email.

- In the event that the university is closed for an extended period of time due to a disaster, you may consult the university website, www.wmcarey.edu, to obtain instructions for continuation of your course progress.

Course Requirements:

1. After the introductory class meeting, Aug. 26, each student will prepare a 1-2 page Philosophy of counseling. This assignment will be due Sept. 16. Assignment will not be accepted after due date.

2. Each student is expected to read and be familiar with assigned material. This will enhance student understanding and facilitate class discussion.

3. Each member is expected to be an active, insightful, and contributory participant. Each member should provide requested materials as noted on the assignment calendar.

4. Each student will interview a school counselor, administrator, and parent and submit a typewritten critique of the interviews. The critiques should include a description of the school and the counseling program, its strengths and weaknesses, and suggested changes/reasons for improvement. Refer to syllabus for specifics on this assignment.
School District Employee Interview Questions: (Suggested counselor and administrator questions) If you do not have access to a school counselor, check with me for other possibilities. The counselor could be an employee at the school where you work or any school district. I would like for you to explore:

1. How school counseling program needs were determined;
2. Accomplishments of the school counseling program;
3. How school counselors work as team with their fellow school employees;
4. How counseling program priorities were established;
5. What types of personal or academic problems students have are typically encountered in a school setting?
6. How a guidance curriculum was established;
7. How program support was established for their guidance and counseling program;
8. How are parents and the community made aware of guidance and counseling programs?
9. How is professional development maintained for school counselors?
10. What method is used for the school counseling program evaluation?
11. What professional memberships do counselors maintain for their profession?
12. How will counselors work with Common Core? What are your ideas about this initiative pro or con?
13. Have you implemented ASCA Standards into your work? Comments about ASCA Standards?
14. What do you like about your job? What do you dislike?
15. What do you think a professional counselor needs to be doing in his or her daily work? What are you actually doing in your daily work?

Also interview a parent about their interactions, opinion, needs, and suggestions for a professional school counselor’s duties that they hope deem appropriate and beneficial in a school environment.

Note: You may also address additional issues you wish to explore. DUE: Seminar 4/Sept. 30.

Major Assignments: 1. Book of Roles. This assignment is a notebook that includes a one-year detailed schedule of activities and responsibilities for a school counselor. Arrange the book in a loose-leaf binder which is divided into months/semester. Each month/semester should contain a calendar of all responsibilities of a school counselor, a description of each activity, sample forms, notices, and materials used in completing the responsibility. BE SURE TO INCLUDE DATA FROM ASCA FRAMEWORK, AMERICAN SCHOOL COUNSELING ASSOCIATION, AND THE MDE MS SCHOOL COUNSELING FRAMEWORK IN YOUR BOOK OF ROLES. INCLUDE ANY INFO THAT YOU CAN OBTAIN ABOUT COMMON CORE AND SCHOOL COUNSELORS. INFORMATION CAN BE DOWNLOADED FROM THE MDE WEBSITE AT WWW.MDE.K12.MS.US.EDU. Resources requested for each seminar must be incorporated into the book prior to turning it in. You may add resources not specified on the syllabus. This book will be a great resource for you in the future. DUE SEMINAR 6, Oct. 28 – NO EXCEPTIONS!
2. **PowerPoint/Prezi chapter and topic presentations.** Chapter and topic presentations will be assigned on August 26. Each student will research his or her assigned topic and prepare a PowerPoint/Prezi presentation that could be used for individual or group counseling sessions (no less than 12 slides per presentation Chapter assignments due as specified Sept. 16 - Oct. 14 – Topic presentations due Oct. 28).

**Additional assignments are due as specified in syllabus.**

All students in the School Counseling degree program must take the Praxis II (School Guidance) and have the score sent to William Carey University. William Carey University’s school code is R1907. We need the score prior to completion of Internship Class, 2014/15 winter trimester.

**Learning Outcomes:**

1. History and current issues in the practice of school counseling.

2. Traditional and modern models for the school counselor’s role, function, and practice.

3. How school counselors can use a variety of approaches to accomplish guidance program objectives.

4. How school counseling services can be planned, organized, delivered, and evaluated.

5. Legal, ethical, and professional issues that impact practice.

6. How school counselors can function as advocates for students and systemic change.

7. Ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors)

8. Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate

9. Methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community

10. Methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs Program Development, Implementation and Evaluation, use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes.

11. Counseling knowledge and skills in conducting programs that are designed to enhance students’ academic, social, emotional, career, and other developmental needs.
Grading: Grades will be based on attendance at seminars, class participation, completed assignments, exams, Book of Routines and PowerPoint project. Absence from any seminar will result in a grade reduction. Absence from more than one seminar may result in failure of the course. **Grading Scale:** A = 93-100, B = 85-92, C= 77-84, D= 69-76

Children Policy
“CHILDREN ARE NOT PERMITTED to attend class with their parents. Children are NOT PERMITTED to remain outside the classroom either supervised or unsupervised while the parent attends class. Parents are responsible for making child care arrangements for their children.” *The Red Book, 2014-2015.*

Tobacco Policy
William Carey University is a tobacco-free campus. All WCU students are asked to respect this policy by refraining from smoking or other tobacco use while on campus.

Professional Conduct
Students in the graduate program in Counseling Psychology are preparing for a career as a professional mental health worker. Counselors licensed by the various licensing boards are required to abide by the code of professional conduct of the American Counseling Association (ACA) or other similar professional associations. As part of the training at WCC all graduate students are expected to be familiar with, and abide by the ACA Code of Conduct. Violations of the code may result in the disciplinary action including, but not limited to, dismissal from the graduate program.

Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Student Services in Lawrence Hall.

University Statement on Academic Integrity
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the college. A full explanation of the procedures for responding to instances of academic dishonesty are contained in the college’s Policies and Procedures manual and in the student handbook, *The Lance.*

Catastrophic Event Plan
In case of a catastrophic event, the following procedures will be maintained:
(1) In case of a closed campus with internet access, this course will remain on Desire2Learn (D2L) or email delivery of assignments. Follow all assignments in the syllabus and send them via Learning House, D2L or email to your professor.

(2) In case of a closed campus with no internet access, follow all syllabus’ directions for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments can also be sent by mail.

**Academic Standing Policy**
A 3.0 GPA on all graduate courses taken at William Carey is required for graduation. A student whose GPA drops below a 3.0 is placed on academic probation. Students are allowed to improve their GPA by retaking courses at William Carey; however, only one grade replacement is allowed. Grades from other retakes will be averaged in with grades from other courses. Students on probation may not improve their GPA by taking courses at other institutions. A student on academic probation must raise his/her GPA to a 3.0 by the end of the next trimester of enrollment or the student will be dismissed and cannot continue in the program. Only two grades lower than a B are allowed. Upon receiving a second grade lower than a B, a student is advised to repeat one of the first two grades lower than a B before continuing in the program. A student making a third grade lower than a B will be dismissed from the program.

**Redbook Policy on Minors**
Children are NOT PERMITTED to attend class with their parents. Children are NOT PERMITTED to remain outside the classroom either supervised or unsupervised while the parent attends class. Parents are responsible for making child care arrangements for their children.

*Students making application for graduation should have your application in the hands of your advisor TWO weeks prior to the deadline of the Registrar’s Office.*

**Students planning to take a practicum or internship course must have a practicum or internship site secured by the fifth week of the term prior to start of the practicum or internship course.**

***Students are strongly encouraged to purchase additional professional liability insurance.***

****All Graduate Students are responsible for reading and adhering to all policies outlined in the William Carey University Graduate Catalog under which the student began graduate study at William Carey University, as well as all subsequent Graduate Catalogs.****

The instructor may revise the class schedule as deemed necessary.