Indiana Wesleyan University

CNS 519 Theory and Techniques of School Counseling

Spring, 2012 ~ Mon, 5:00-6:00 in class, weekly online assignments, plus 10 school counseling practicum hours

Instructor: Dr. Judith S. Justice ~ judith.justice@indwes.edu
Dr. Justice’s Office: (765) 677-1489    Graduate Counseling: (765) 677-2571    Fax: (765) 677-2504
IWU Office Hours: Mondays, 9:00-4:30, Tuesdays, 9:00 – 3:30
Home office hours via email anytime, or via home phone (260.627.6276), 12-5pm, Wednesdays - Fridays

University Mission Statement: Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, leadership, and scholarship.

College of Graduate Studies Mission Statement: Indiana Wesleyan University’s College of Graduate Studies will provide a high quality, Christ-centered, graduate education in preparing advanced students to lead change in their world.

Course Purpose: The purpose of this course is to provide future school counselors with an overview of professional school counseling. A particular emphasis will be given to the role and function of the school counselor as a professional team member. The various roles of the school counselor will be presented within a comprehensive framework, with special emphasis given to the role of the school counselor as consultant, counselor, and coordinator. The course will focus equally on each role, via lectures and discussions throughout the semester. A field experience is a co-requisite for the course. Integrating Christian faith issues into the school counseling curriculum will also be addressed.

<table>
<thead>
<tr>
<th>CNS 519 Student Learning Outcome</th>
<th>CACREP Standard Fulfilled</th>
<th>IWU World Changer Aim</th>
<th>Assessment Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Understand the history of school counseling and related services.</td>
<td>CACREP A1, K1</td>
<td>IWU 2.1</td>
<td>Exams</td>
</tr>
<tr>
<td>2.See the conceptual and practical frameworks of an effective school counseling program.</td>
<td>CACREP A5, D4, I5, O3</td>
<td>IWU 3.2</td>
<td>Practicum/Journals, Exams, Participation</td>
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<tr>
<td>3.Develop an understanding of the school counseling program to the schools’ academic and pupil services.</td>
<td>CACREP A5, C1, D2, K1</td>
<td>IWU 3.1</td>
<td>Practicum/Journals, Participation</td>
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<tr>
<td>4.Learn the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.</td>
<td>CACREP A3, M7</td>
<td>IWU 1.5, 3.4</td>
<td>Practicum/Journals, Participation</td>
</tr>
<tr>
<td>5.Develop strategies of leadership designed to further the learning environment of schools.</td>
<td>CACREP B2, H2, J1, K3, L1, L3, O1, O2, O4</td>
<td>IWU 2.2, 3.4</td>
<td>Practicum/Journals</td>
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<tr>
<td>6.Acquire knowledge of the school setting, environment, and curriculum.</td>
<td>CACREP F2, F3, I4</td>
<td>IWU 3.3</td>
<td>Practicum, Journals, Exams</td>
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<td>7.Identify current issues, policies, laws, and legislation relevant to school counseling.</td>
<td>CACREP A2, B1</td>
<td>IWU 1.3</td>
<td>Exams, Participation</td>
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<td>8.Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious, and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling.</td>
<td>CACREP C3, D1, D3, E1, E4, F1</td>
<td>IWU 2.4</td>
<td>Journals, Participation</td>
</tr>
<tr>
<td>9.Gain understanding of community, environmental, and institutional opportunities that add to, as well as barriers that impede, pupil academic, career, personal and social success and overall development.</td>
<td>CACREP A6, G1, G2, H5, M1</td>
<td>IWU 1.1</td>
<td>Exams, Participation</td>
</tr>
<tr>
<td>10.Develop knowledge and application of current and emerging technology in education and school counseling to assist pupils, families, and educators in using resources that promote informed academic, career, and personal and social choices.</td>
<td>CACREP C4, L2</td>
<td>IWU 2.3</td>
<td>Practicum, Participation</td>
</tr>
<tr>
<td>11.Acquire an understanding of ethical and legal considerations which relate specifically to the practice of school counseling.</td>
<td>CACREP A2, B1</td>
<td>IWU 1.4</td>
<td>Exams, Participation</td>
</tr>
<tr>
<td>12.Understand the nature of counselors as student advocates in the school setting.</td>
<td>CACREP B2, P2</td>
<td>IWU 1.2</td>
<td>Exams, Participation</td>
</tr>
<tr>
<td>13.Understand the organization, administration, and management of school counseling and related services.</td>
<td>CACREP A4, C6</td>
<td>IWU 2.5</td>
<td>Exams</td>
</tr>
</tbody>
</table>
Required Texts:

Criteria for Evaluation:
1. School Counseling Practicum and Journal: A ten hour practicum, working with a school counselor, along with a log and journal will document your professional introduction in the field of school counseling. An Interview with a licensed school counselor to discover specific jobs, concerns, desires, etc. Your journal will range between 5-8 pages: your practicum experiences (1-2 pages each), your interview (at least 3 pages) and your summary (1-2 pages). (Objectives 2-8, 10, 12), (20 points)
2. Mid-term and Final Exams will be based on texts, lectures, and classroom activities. (40 pts. points), (Objectives 1 - 12)
3. Poster Presentation will focus on one course objective. Specific issues will include students' drug and alcohol abuse, family members' drug and alcohol abuse, the varied forms of child and/or date abuse, and other student selected issues. The graduate student will develop and present a poster presentation in the role and function as the school counselor. The presentation may be a poster or a powerpoint. The time limit of the presentation will be discussed later. A 7-12 page paper will be submitted, using APA VI and including at least 8 references (less than 5 years old).
Professionalism in the field requires active involvement in both learning and presenting, and you have an opportunity to practice presenting for other students and other venues. One option is IWU’s Celebration of Scholarship, an event worthy of your time: http://jwhc.indwes.edu/research_and_scholarship/submission_form.asp The Celebration of Scholarship is April 5-7, 2011. The culminating Faith and Learning Luncheon, Thursday, April 7, (12:00 to 1:30 pm), will be given by Dr. Kim Phipps, President of Messiah College. The deadline for proposal submission is March 18, 2011. Info can be gleaned from http://jwhc.indwes.edu/research_and_scholarship/celebration_of_scholarship.html, (Objectives 5, 7, 8, 11), (20 points);
4. Class Participation and preparation are essential for learning. Team teaching allows students to assist in presenting and leading discussion of specifics from texts. Please include basic tenets of using these theories with children and adolescents, be prepared to discuss the pros and cons in the school setting, and specific positive and negative views of the case studies. Contribution in class discussion is expected and, therefore, social networking (internet, texting, cell phones, etc) is not allowed. Involvement with such, during class, will constitute an absence for that class period. Absences beyond one class period may lower your final grade by ½ a grade for each absence (i.e., B to B-). Notification of absence is appreciated whenever possible. (Objectives 1 - 12), (20 points).

Criteria for Evaluation of Performance (total of 100 points):
Practicum, Log, and Journal, and Interview 20 points
Mid-term and Final Exams 40 points
Poster Presentation 20 points
Class Participation and Team Teaching 20 points

Grades Based on Performance Points:
A 97-100 C+ 77-80
A- 93-96 C 73-76
B+ 89-92 C- 69-72
B 85-88 F <68
B- 81-84
**Course schedule and assignments:**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Text Readings</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Erford, Ch. 1 Transforming the School Counseling Profession; APA Style; Portfolio Requirements (Obj. 4)</td>
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<tr>
<td>2</td>
<td>1/24</td>
<td>Erford, Ch. 2 History Ch. 3 Future issues (Objs. 1 &amp; 2)</td>
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<tr>
<td>3</td>
<td>1/31</td>
<td>Erford, Ch. 4 Outcomes research on interventions and programs (Obj. 2, 3 &amp; 4)</td>
<td>Ch. 5 Ethical, Legal, and Professional Issues (Obj. 1, 8, 13) Vernon, Ch. 1/ Dr. J Child focused therapy (Obj. 3)</td>
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<tr>
<td>4</td>
<td>2/7</td>
<td>Erford, Ch. 6 Cultural Competency (Obj. 9) Ch. 7 Leadership and Advocacy for every child (Obj. 7) Vernon, Ch. 2 Partner/Adlerian Therapy (Obj. 3)</td>
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<tr>
<td>5</td>
<td>2/14</td>
<td>Erford, Ch. 8, 10 Organizing comprehensive programs (Obj. 2, 3 &amp; 4) Vernon, Ch. 3 Multimodal Model (Obj. 3)</td>
<td></td>
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<tr>
<td>6</td>
<td>2/21</td>
<td>Erford, Chs. 9, 11 Developmental Classroom Guidance, Promoting Educational and Career Planning in Schools (Obj. 4, 5, &amp; 7)</td>
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<tr>
<td>7</td>
<td>2/28</td>
<td>Erford, Ch. CH 12 Consultation, Collaboration, and Parent Involvement (Obj. 6) Vernon, Ch. 4 Brief/Solution Focused Therapy (Obj. 3) Turn in Mid-term examination (Obj. 2, 3 &amp; 4)</td>
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<td>8</td>
<td>3/7</td>
<td>Spring Break</td>
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<tr>
<td>9</td>
<td>3/14</td>
<td>Erford, Ch. 13 Management and leadership skills (Obj. 6) Vernon, Ch. 5 R.E.B.T. (Obj. 3) Submit Journal of School Practicum with Interview Report</td>
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<tr>
<td>10</td>
<td>3/21</td>
<td>Erford, Ch. 14 Systemic approaches to counseling students experiencing complex and specialized problems Vernon, Ch. 6 Perception Control (Obj. 3)</td>
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<td>11</td>
<td>3/28</td>
<td>Poster Presentations (Obj. 1-13)</td>
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<tr>
<td>12</td>
<td>4/4</td>
<td>Spring Break/ No in class session/ Interview School Counselor</td>
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<tr>
<td>13</td>
<td>4/11</td>
<td>Erford, Chs. 15 PSC and student with disabilities (Obj. 12)</td>
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<tr>
<td>14</td>
<td>4/18</td>
<td>Erford, Chs. 16 Helping students with mental and emotional disorders (Objs. 9, 12)</td>
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<tr>
<td>15</td>
<td>4/25</td>
<td><strong>Final Exam, celebration</strong> (Obj. 1-13)</td>
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(From the IWU Student Handbook):

**Special Needs:** Students who have any special needs (disabilities, problems, or any other factor that may affect their performance in class or that requires special instructional strategies) should make these special needs known to the faculty member during the first meeting of the course.

**Attendance:** Since the course meets so few times, attendance is expected and your class participation will be part of your grade. If you see that you must miss more than one class during the course, please discuss this with your professor. All policies and procedures of the University will be enforced as stated in the current handbook.

**Plagiarism:** Plagiarism is defined in the Indiana Wesleyan University CAPS Bulletin as: “the act of using another person’s ideas or expressions in writing without acknowledging the source . . . to repeat as your own someone else’s sentences, more or less verbatim.” Under U.S. law and most international copyright conventions, the written or graphical work of any person is that person’s property. It is specifically referred to as “intellectual property,” and it is protected by copyright laws, even if the material has not been registered with any copyright agency. You are expected to give credit when borrowing, quoting, or paraphrasing, using appropriate in-text citations supported by a Reference List.

**Statement of Academic Honesty:** The following statement is to be included on the bottom of the title page for all major individual and group assignments:

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Statement of Academic Honesty. I have read and understand the sections in the Student Bulletin and/or course syllabus relating to IWU’s Honesty/Cheating Policy. By affixing this statement to the title page of my paper, I am certifying that I have not cheated or plagiarized in the process of completing this assignment. I also verify that this assignment is unique to this class and that I have not used work from previous courses. If it is found that cheating and/or plagiarism did take place in the writing of this paper, I understand the possible consequences of the act which could include expulsion from Indiana Wesleyan University.
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**Indiana Wesleyan University Conceptual Framework**

(as noted in Course Objectives)

**Character (Dispositions):** Candidates will

D1: respect and value diversity in all of its forms and treat all individuals with fairness and equity.
D2: communicate high expectations based on the belief that all individuals have unique abilities and can learn.
D3: demonstrate a commitment to life-long learning through reflective practice and the creation, implementation, and evaluation of individual professional goals.
D4: exhibit ethical principles when making professional decisions.
D5: demonstrate collaboration, reflection, and critical thinking.

**Scholarship (Knowledge):** Candidates will

K1: demonstrate in depth knowledge of their professional content to create effective learning experiences for all students.
K2: demonstrate an understanding of and the ability to apply the principles and concepts of pedagogical and pedagogical-content knowledge.
K3: demonstrate knowledge of and the ability to apply research and evidence-based best practices that are aligned with academic and professional standards.
K4: exhibit knowledge of and the ability to apply differentiated learning experiences that consider the cultural, psychological, developmental, and sociological differences of all students.
K5: demonstrate knowledge of and the ability to apply technology in their respective professional environments needed for success in the global community.

**Leadership (Skills):** Candidates will

S1: demonstrate skills in establishing learning environments that meet the emotional, psychological, physical, and academic needs of all students.
S2: demonstrate skills in designing, implementing, analyzing, and revising learning experiences for students with diverse cultural backgrounds and learning needs.
S3: demonstrate skills in implementing, evaluating, and using assessments to improve student outcomes.
S4: demonstrate leadership skills in fostering and building collaborative learning communities.

On line sessions:

Erford:
Leader answers all chapter questions via Blackboard by Thursday 7:00 a.m.;
   Each class member responds to each question by Sunday night (midnight);
   Leader prepares summary of all responses to present at the following FTF class;
       (5 - 15 minute presentation).

Vernon:
Each student will study each chapter;
Each student will write a paragraph on the basic tenets in implementing each theory with children and adolescents;
   discuss the pros in the school setting;
   discuss the cons in the school setting;
   list positive views of the case studies;
   and list negative views of the case studies.

Face to Face (FTF):
School counseling activity
Share journal/practicum experiences
Discuss Erford's writings (Begin with leaders' 5-15 min on the chapter)
Discuss Vernon's case studies (10-20 min per case study)

In-class time: School counseling activity; Share journal/practicum experiences; Discuss Erford's writings (Begin with leaders' 5-15 min on the chapter)
Discuss Vernon's case studies (10-20 min per case study)
## INDIANA WESLEYAN UNIVERSITY

Counselor Education

Service Experience Time Sheet

Name__________________________________________________________

Course_________________________________________________________

Semester/Year_________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Hours</th>
<th>Site of Activity</th>
<th>Verification</th>
</tr>
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<tbody>
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Total hours:_____

Professor________________________
CNE 635: LEADERSHIP, ADVOCACY, AND ACCOUNTABILITY IN SCHOOL COUNSELING

CNE 635 is a required course for the Masters in Counseling and the School Counseling Certification.

College of Education and Applied Science

Department of Education and Applied Science

Spring 2009

CNE 635 01 and 02

Instructor: Dr. Judy Nelson
Counselor Education Center – 125
P.O. Box 2119/SHSU
Work (936-294-4659)

Email: elc_jan@shsu.edu
Text/Readings:  

Texas Education Agency (1999). *A Model Developmental Guidance and Counseling Program for Texas Public Schools*. Austin, TX: author. (can download it from the TEA website)


Course Description:  A comprehensive study is made of contemporary practices of leadership, advocacy, and accountability in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive guidance programs and the National Model, accountability measures, leadership qualities and styles, legal and ethical practices, and multiculturalism in the schools in the 21st century.

Prerequisites:  CNE 533, CNE 564, AND CNE 663

IDEA Objectives:  Learning to apply course material (to improve thinking, problem solving, & decisions). Developing specific skills, competencies, and points of view needed by professionals in this field. Gaining factual knowledge (terminology, classifications, methods, trends). Learning how to find and use resources for answering questions or solving problems.

CACREP Objectives:  
1. Professional Identity – Studies that provide an understanding of all of the following aspects of professional functioning:
   K1a; history and philosophy of the counseling profession; including significant factors and events;
   K1c; technological competence and computer literacy;
   K1d; professional organizations, primarily ACA, its divisions, branches, and affiliates, including Membership benefits, activities, services to members, and current emphases;
   K1e; professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
   K1g; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;
   K1h; ethical standards of ACA and related entities, and applications of ethical and legal considerations in Professional counseling
   K2c; individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups
   K3c; human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
   K5a; counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills
   K5d; a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other Systems theories as appropriate modalities for family assessment and counseling
   K5e; general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation
   K8d; principles, models, and applications of needs assessment, program evaluation, and use of findings
to effect program modifications

**Standards Matrix:**

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities (* indicates field-based activity)</th>
<th>Performance Assessment</th>
<th>Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conceptualize the history and philosophy of the counseling profession including significant factors, events, and ASCA National Standards.</td>
<td>Read assigned readings from textbook, professional articles and ASCA National Standards for School Counseling Programs. Interview a professional school counselor regarding the ASCA National Model.</td>
<td>Recall information on exam. Align National Standards with an overall guidance plan.</td>
<td>State Standards, Specialty Organization Standards CACREP NCATE</td>
</tr>
<tr>
<td>2. Become familiar with the Proficiencies for Counselors from the State Board for Certification.</td>
<td>Review State Board for Education Standards for the School Counseling Certificate.</td>
<td>Complete Standards Checklist. Recall information on exam.</td>
<td>SB – b1; f1 CA – K1a</td>
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<tr>
<td>NC – 1.4</td>
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<tr>
<td>3. Understand human behavior including an understanding of developmental crisis, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.</td>
<td>Class discussion of normal development of children, adolescents and adults and how it fits into the total guidance program. Read chapters on counseling with at-risk students, students with disabilities, and emotionally disturbed students.</td>
<td>Participate in class discussion. Recall information on exam.</td>
<td>SB – b2; b7; b9 CA – K3e</td>
</tr>
<tr>
<td>NC – 1.6</td>
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<tr>
<td>4. Utilize computer technology to demonstrate an understanding of the four components of a comprehensive developmental school guidance program and counseling program.</td>
<td>Read A Model Developmental Guidance and Counseling Program for Texas Public Schools and ASCA National Standards for School Counseling Programs. Demonstrate knowledge of the four components by recall and application.</td>
<td>Written response to test questions to recall components. Develop a program that explains and advocates for school counselors and developmental guidance plans. Incorporate technology to your presentation.</td>
<td>SB – b12; c6; g4 CA – K1e</td>
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<tr>
<td>NC – 4.4</td>
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</table>
| 5. Demonstrate knowledge and understanding of the Code of Ethics for professional counselors and school counselors. | Read and become familiar with ACA, ASCA standards of ethical conduct for professional counselors and professional school counselors. | Respond to ethical dilemmas and scenarios in class group activity. | SB - b8; g3  
CA - K1h  
NC – 1.6 |
|---|---|---|---|
| 6. Demonstrate knowledge and understanding of the school counselor’s role as a student advocate including the identification of institutional and social barriers that impede access, equity, and success for all students. | Read textbook, the ASCA Model, and related professional materials. | Participate in class discussion. | SB – b5; c10; e1  
CA – K1g  
NC – 1.4 |
| 7. Develop a plan for implementation and evaluation of a school counseling program. | Read the ASCA Model and complete the written assignments.  
Assess the needs of students and create a prevention program. | Respond to exam questions.  
Examine school data and develop a plan for “closing the gap.” | SB – d1; g4  
CA – K8d  
NC – 2.2; 2.3; Technology |
| 8. Demonstrate knowledge of consultation theories and the application of consultation skills in the role of school counselor. | Read the ASCA Model and complete the written assignments. | Role-play responses to stakeholders in the Developmental Guidance Program and demonstrate leadership qualities in the consultation process. | SB – b2; c4; d5  
CA – K5a; K5e |
| 10. Demonstrate knowledge and understanding of the influence of diversity on children’s development. | Demonstrate the ability to integrate equity for all students participating in the school counseling program.  
Read the assigned articles on the Transforming School Counseling Initiative (TSCI). | Respond to exam questions.  
Participate in class discussion.  
Complete the School-wide Cultural Competence Observation Checklist and complete an action plan for your school. | SB - b5; b6; e1; e2; e3  
CA – K2e  
NC – 4.1 |
| 11. Demonstrate a commitment to the profession. | Make an appointment with a legislator or legislative aid. Determine your “talking points” before your visit. | Reflection paper. | SB – g5 |
Web address for state standards: SBEC: [http://info.sos.state.tx.us/pub](http://info.sos.state.tx.us/pub)
NCATE: [http://www.ncate.org](http://www.ncate.org)
Web address for specialty organization standards: CACREP [http://counseling.org/cacre/2001standards700.htm](http://counseling.org/cacre/2001standards700.htm)

**Course Format:**
The course format includes lecture or narrative presentations, field experiences, small group discussions, whole class discussions, self-selected inquiries, written assignments and individual and group presentations. Evaluation consists of self, peer, and professor assessments using feedback, discussions, checklists, and presentations.

**Course Content:**

Course overview and the role of the professional school counselor

Guidance programming that aligns with the National Model, TEA Model, and the school mission

Implementing and managing a school counseling program

Advocacy

Leadership

Accountability

Responding to school counseling ethical situations

Professionalism

**Course Requirements:**

1. Complete assigned readings and be prepared to discuss course content online and in class
2. Preparation for Field Experiences: The TEA/National Standards Crosswalk 50 pts. (a Wiki assignment)
3. Field Experience #1 Leading Culturally and Linguistically Diverse Schools 50 pts.
4. Field Experience #2 Student Advocacy 50 pts.
5. Field Experience #3 Professional Advocacy 50 pts.
6. Field Experience #4 Leadership and Program Management 50 pts.
7. Field Experience #5 Prevention Programs 50 pts.
8. Final Examination 50 points

TOTAL POINTS 350 pts.

Points to Grade Equivalency:

A = 315 - 350
B = 280 - 314
C = 245 - 279
F = 244 or below

ATTENDANCE POLICY: This is an online course. During the online meetings, you will be asked to postsomething each week and failure to do so will be the same as one absence. You will have until the end of eachweek (Sunday at 9 PM) to make your posting. You will always have a definite online posting assignment eachweek, and some weeks there may be more than one assignment. Failing to post on time will impact your grade andyour attendance.

OPTIONAL MEETINGS: There will be three optional meetings this semester on the following dates atClaughton Middle School in Spring ISD: These meetings are for discussion, supplemental learning, andclarification of any of the assignments. I expect the discussions to be lively and worthwhile!

Disability Statement:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws,
regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the University policy, see:

http://www.shsu.edu/~vaf_www/aps/811006.html

Religious Holy Days:
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20…. ” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.
University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:


Academic Honesty:
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty

CNE 635 - Class Schedule

Spring 2009

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OPTIONAL MEETING #1 AT CLAUGHTON MIDDLE SCHOOL

JANUARY 12, 2009 FROM 5:30 PM TO 8:20 PM

Topics for Discussion:

- Introduction to course and review of counselor interventions
- Transforming School Counseling Initiative and the Education Trust
- Awesome websites and newsletters FREE!
- Principals and School Counselors as Partners
- Preparation for Field Experiences
- Sign the “Consent Form” for data collection by Dr. Nelson

Introduction to CNE 635 Preparation for Field Experiences

- Post some information about yourself, your career aspirations, etc. on the discussion board by January 18, 2009, at 9 PM (or before if possible) so I can begin to get to know you.
- Read one of the following chapters: if you work in elementary, read chapter 8; if you work in middle school, read chapter 9, if you work in high school read chapter 10. Then everyone read chapter 11. On the Discussion Board, post a paragraph either summarizing the most salient points of the chapter or something that you found particularly interesting in the chapter. Read all postings. Respond if you like, but it is not required (Due January 18, 2009 at 9 PM) (25 points)
- Review the ASCA National Model. Make yourself familiar with the process of establishing this model in a school/school district and with the forms available to help you. We will be using these forms this semester.
• Ask a school counselor to complete the SCARS and the Are You Ready? forms in your preparation folder. Then discuss the results with the counselor. On the Discussion Board, post what you learned by discussing the results with the counselor by **Sunday, January 25, 2009, at 9 PM (25 points)**. Take time to read everyone’s posting during the next week. Comment if you like (not required).

• Locate the National Standards on pages 102-121 in the ASCA National Model and the TEKS at this website: http://www.tea.state.tx.us/teks/ Identify some of the TEKS at any grade level that are congruent with the National Standards. This information will be important later.

• Start a notebook of the information from this class….you will be able to use it all as school counselors!

**Preparation for Field Experiences**

Points possible: 50 pts  Points earned: ______

**OPTIONAL MEETING #2 AT CLAUGHTON MIDDLE SCHOOL**
FEBRUARY 9, 2009 FROM 5:30 PM TO 8:20 PM

Topics for discussion:

What are your leadership traits and how will you use them?

Technology and school counseling

The school counselor's relationships with staff and students

FIELD DAYS! Field Experience #1: Leadership and Program Management

- Read Chapter 7 in the Erford book
- Read articles and powerpoints in the Leadership folder
- Find 2 or 3 School Counselor websites (from individual schools, not school districts). Post on the Discussion Board what kind of impression you had of the schools' counseling programs as you navigated their websites (10 points). Post by Sunday, February 1, 2009, by 9 PM (For an awesome example go to http://www.wallerisd.net/schultz/sms/Guidance%20and%20Counseling.htm You may not use this as one of your examples!)
- Now create your own school counseling website by going to http://www.googlesites.com/ BE CREATIVE and market yourself as the school leader you will be as a professional school counselor. WE WILL HAVE AN ONLINE CLASS MEETING ON HOW TO CREATE YOUR WEBSITE (to be announced). (Due on February 15, 2009 by 9 PM) (20 points)
- Assess the “teacher needs” of your school setting. You can observe, send out a survey (with principal approval), ask your administrators, etc.
- Design a short staff development for your teachers based on the needs of your setting. Be sure to use web resources and technology to create a spectacular presentation. Submit it under assignments (due February 8, 2008, at 9 PM) (20 pts). Also, post your presentation on the discussion board so that
everyone can have access to all of them. This way you will have many staff development ideas to put in your notebook.

Field Experience #1 Points possible: 50

Points earned: _____

FIELD DAYS! You will find resources for Field Experience #2 on Blackboard in Folder

#2: Leading Culturally and Linguistically Diverse Schools

- WE WILL HAVE A CLASS MEETING ONLINE (to be announced) TO PREPARE YOU FOR THIS FIELD EXPERIENCE.
- Read Chapter 5 in the Erford book and take the MCCTS-R which you will find in your book. Submit a 1 to 2 page reflection of your results (Due February 22, 2009 at 9 PM). A reflection is your own feelings, thoughts, beliefs, attitudes about a given topic. You will find the entry for your submission on Assignments with the due date (10 points).
- Read one of the Ebscohost articles in the folder. Post your thoughts about your article on the discussion board (Due MARCH 1, 2009, at 9 PM). You will see the due date posted on the discussion board assignments (10 points). Please read your classmates’ postings also since all articles hopefully will be represented.
- Ask your principal for permission to use the SCCOC as a learning tool. If you think your principal might be interested in using this as an informational tool, you could suggest setting up a team to assess the cultural competence of your school environment. This is what a counselor would generally do. Using the SCCOC which is in your folder and which we went over in class, assess the school-wide cultural competence of your school environment. PLEASE NOTE: This is a learning experience,
not an official assessment of your school. (10 points) Upload your copy of the SCCOC into assignments by March 22, 2009 at 9 PM.

- Identify the 3 top strengths of your school’s cultural competence and the 3 top challenges. Create an action plan that could be directly related to the Comprehensive Guidance Program in your school (remember the examples given in my lecture). **Post your action plan by March 22, 2009 by 9 pm.** (20 points)
- Follow the link under announcements to the survey on school-wide cultural competence (voluntary). I will also email this to you.

**Field Experience #2**

**Points possible:** 50 **Points earned:** ____

**OPTIONAL MEETING #3 AT CLAUGHTON MIDDLE SCHOOL**

**APRIL 6, 2009 FROM 5:30 PM TO 8:20 PM**

**Topics of discussion:**

- Informal presentations of SCCOC Action Plans
- Role of the professional school counselor in organizational cultural competence

**FIELD DAYS! Field Experience #3: Professional Advocacy**
• WE WILL HAVE AN ONLINE CLASS MEETING TO PREPARE FOR THIS FIELD EXPERIENCE (to be announced).

• Sign up for legislative updates through TCA, ACA, school district, TEA, etc.

• Read chapters 1 and 2 in the Erford text. Take the quiz. (Due March 29, 2009 by 9 PM) (20 points)

• Locate your state representative and/or senator using the locator in your reading folder.

• Usually I ask students to schedule an appointment with your legislator or his/her aid; however, this is a legislative year, so they are all in Austin now. There are 3 Lobby Days sponsored by the Texas Counseling Association (February 17, March 25, and May 5). I hope that some of you will join me at one of those.

• Prepare a list of “talking points” to discuss in a letter or phone conversation to your legislator. Be familiar with legislation you favor or do not favor and know WHY you want this person to vote for or against particular legislation during the session. Use your state organization to help you plan. Call your legislator (you will probably speak to the legislative aide) and discuss your “talking points” with this person.

• Submit your “talking points” under assignments (Due April 5, 2009 at 9 PM) (10 points).

• Write several paragraphs (Due April 12, 2009, at 9 PM) of this experience on the Discussion Board (20 pts).

Field Experience #3 Points possible: 50

Points earned: _____
FIELD DAYS! Field Experience #4: Student Advocacy

- **WE WILL HAVE AN ONLINE MEETING TO GO OVER THIS ASSIGNMENT ON** (to be announced). This field experience includes your **FINAL PROJECT WHICH IS WORTH 40 POINTS (see below)**.
- Choose one of the following chapters to read: 13, 15, 16
- Read chapter 6 and your other assigned chapter.
- You will find resources for this field experience in the folder marked Field Experience #4: Student Advocacy
- Identify a group of students on your campus needing an intervention (discipline problems, attendance issues, failing grades, poor social skills, low test scores on TAKS, etc.). Use PEIMS data, school data, or district data to identify your group. Have data available. On the discussion board submit a paragraph describing the group you identified and why *(Due on April 19, 2009 at 9 PM)* (10 points)

  - You will need to go to the following website for this assignment: [http://cescal.org/](http://cescal.org/) Sign up to be able to login. It is free. Then log on and find the Flashlight Builder Process. Click on that and begin your intervention. You can view an example on the main page. *(Due on May 10, 2009 at 9 PM)* (40 points).

**Field Experience #4**  
Points possible: 50
FIELD DAYS! Field Experience #5: Prevention Programs and College and Career Readiness

- Read chapters 12 and 14 in the Erford book.
- Take the quiz over chapters 12 and 14 (Due on May 3, 2009 at 9 PM) (20 points)
- Meet with at least 3 other people at your school and brainstorm the possible ways to create a “college going environment” in your school. Submit your list to the discussion board (Due May 3, 2009, at 9 PM). (30 pts)
Total points possible in course: 350

Total points earned: _____