



Course Number and Sections: COU 654 – 001

Course Name: School Counseling Services

Semester and Year: Fall 2021

Instructor: Dori Glance, Ph.D.

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Office Hours: By appointment; just email me!

Course Description: The organization, administration, and delivery of school counseling services in grades K-12 (elementary, middle, and secondary schools).

Prerequisites: Matriculation in counseling program or approval of department chair.

Student Learning Outcomes

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

¹CACREP- Council for Accreditation of Counseling and Related Educational Programs
2016 Standards

Required Materials

Students will have knowledge of:	CACREP ¹	Class Assignments	Cross-curricular experiences
development of outcome measures for counseling programs	2.F.8.d	MEASURE	COU 680, 642
models of school counseling programs	5.G.1.b	Program evaluation/MEASURE	COU 602
models of school-based collaboration and consultation	5.G.1.d	Area Resource Guide; MEASURE	COU 622
assessments specific to P-12 education	5.G.1.e	Needs assessment; MEASURE	
design and evaluation of school counseling programs	5.G.3.b	Program evaluation/MEASURE	
core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	5.G.3.c	Classroom guidance presentation; small group counseling plan	
interventions to promote academic development	5.G.3.d	Readings; class discussion	COU 621
approaches to increase promotion and graduation rates	5.G.3.i	MEASURE	
strategies to promote equity in student achievement and college access	5.G.3.k	Needs assessment; MEASURE	
techniques to foster collaboration and teamwork within schools	5.G.3.l	Area resource guide; program evaluation	
strategies for implementing and coordinating peer intervention programs	5.G.3.m	Small group counseling plan; readings; class discussion	
use of accountability data to inform decision making	5.G.3.n	MEASURE; needs assessments	COU 680, 660
use of data to advocate for programs and students	5.G.3.o	Needs assessment; MEASURE/program evaluation	COU 680, 660

American School Counselor Association. (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

Stone, C.B., & Dahir, C.A. (2010). *School counselor accountability: A measure of student success* (3rd ed.). Upper Saddle River, NJ: Pearson.

Course Assignments

1. Class Participation:

Active participation in class discussions is required (i.e., EVERY PERSON SPEAKS, EVERY CLASS). Effective class participation includes: respectful and non-dominating involvement in class discussions, consultation role-plays, equal participation in group work, and initiative and investment in course activities. In addition, participation will include leading and participating in class discussions during each class period.

Additionally, class participation will be graded on the following activities:

Parent Phone Call: Each week, a student will participate in a mock parent phone call. Students will sign up the second week of class.

2. Introduction Flyer (50 points)

Students will develop a one-page introductory “flyer” that they can send home to parents when they are working as a school counselor. Information to provide on the flyer can include but not be limited to: your name and credentials, contact information, a photo of you, info on your mission/vision for your school counseling program, info on services commonly provided (e.g., small groups/classroom guidance/individual counseling), commonly used language, referral process, etc. An example will be provided and rubric on Canvas.

3. Area Resource Guide (50 points)

Students will develop a resource packet, for the county or community of their choice, of community resources to utilize as a school counselor. The community resource list should be in list/table format and should function as a practical, current, active list of possible resources that are available for students, parents, and other stakeholders. The list should include a phone number, website, person to contact, a list of what resources are available, etc. An example will be provided and rubric on Canvas.

4. Needs Assessment (50 points)

Students will design a needs assessment that can be provided to either students, parents, or school faculty that will gauge your intended audience’s perspectives on current needs present in a school. Needs assessment should be developmentally appropriate and targeted to one specific audience (i.e., students, parents, or faculty). Examples will be provided and rubric on Canvas.

5. Classroom Guidance Unit (100 points)

Students will develop a 5-lesson, developmentally-appropriate comprehensive classroom guidance unit focusing on a topic of their choice with the age population of their choice. The unit will include five comprehensively designed lessons plans that include, but are not limited to the following information: effective title, outcomes/standards/goals, school counseling competencies, learning objectives, materials needed, detailed description of the learning activity, assessment/evaluation component, follow-up method, etc. Example lesson plan templates will be provided and rubric on Canvas.

6. Classroom Guidance Presentation (50 points)

Students will deliver a full-length (45 minute) mock classroom guidance lesson drawn directly from the classroom guidance unit they are developing (described above). The lesson will include, but are not limited to the following information: effective title, outcomes/standards/goals, school counseling competencies, learning objectives, materials needed, detailed description of the learning activity, assessment/evaluation component, follow-up method, etc. Example lesson plan templates will be provided and rubric on Canvas. Evaluation rubric posted on Canvas.

7. Program Evaluation and Report: MEASURE (100 points)

Students will select a school counselor to meet with and complete the program evaluation check list described in your ASCA National Model text (also provided for you on Canvas). Students will write up a brief (~3 pages) report based on the MEASURE describing findings (i.e., strengths, areas for growth, goals, etc.) of the program evaluation and provide it to both the school counselor and instructor. Rubric on Canvas.

8. Program Evaluation Presentation (50 points)

Students will deliver a verbal presentation outlining the results of their program evaluation and present the MEASURE they have designed for their school counselor. Rubric on Canvas.

Submission of Assignments

Assignments are to be submitted to Canvas by the date and time listed on the syllabus. LATE SUBMISSIONS MAY NOT BE ACCEPTED FOR CREDIT.

Course Grading

Grades: Grades are based upon the following point totals:

Introduction Flyer	50 points
Area Resource Guide	50 points
Classroom Guidance Unit	100 points
Classroom Guidance Presentation	50 points
Program Evaluation and Report	100 points
Program Evaluation Presentation	50 points
Needs Assessment	50 points
Total	450 points

Grading Scale (graduate, if applicable) Add appropriate numerical equivalents (The numbers below provide an example)

- A: 93.00-100.00
- A-: 90-92.99
- B+: 87-89.99
- B: 83-86.99
- B-: 80-82.99
- C+: 77-79.99
- C: 73-76.99
- F: 0-72.99

Grading Feedback (optional)

Students should expect feedback on assignments within one week of submission except when I provide notification via announcement of a different timeline.

Tentative Course Schedule

- Week 1: Aug. 24
 - Reading: Syllabus Review
- Week 2: Aug. 31
 - Reading: ASCA Preface, Introduction, Executive Summary
 - Assignment: Current trends in school counseling; COVID, TIC, EBP, Crisis
- Week 3: Sept. 7
 - Reading: ASCA Define chapter
- Week 4: Sept. 14
 - Reading: ASCA Manage chapter; Stone and Dahir Ch. 3
 - Assignment: Introduction Flyer due by 6:15
- Week 5: Sept. 21

- Reading: ASCA Deliver chapter; Stone and Dahir Ch. 1
- Week 6: Sept. 28
 - Reading: ASCA Assess chapter; Stone and Dahir Ch. 4
 - Assignment: Needs Assessment due by 6:15
- Week 7: Oct. 5
 - Reading: Stone and Dahir Ch. 5
 - Assignment: Classroom Guidance Presentations
- Week 8: Oct. 12
 - Reading: Stone and Dahir Ch. 5
 - Assignment: Classroom Guidance Presentations
- Week 9: Oct. 19
 - Reading: None
 - Assignment: No Class – Fall Break
- Week 10: Oct. 26
 - Reading: ASCA Appendix B
 - Assignment: Area Resource Guide due by 6:15
- Week 11: Nov. 2
 - Reading: Working with parents, teachers, other stakeholders (reading on Canvas)
 - Assignment: Classroom Guidance Unit due by 6:15
- Week 12: Nov. 9
 - Reading: None
 - Assignment: No Class
- Week 13: Nov. 16
 - Reading: ASCA Code of Ethics
 - Assignment: Program Evaluation Report and MEASURE due by 6:15
- Week 14: Nov. 23
 - Reading: None
 - Assignment: No Class – Thanksgiving Break
- Week 15: Nov. 30
 - Reading: None
 - Assignment: Program Evaluation Presentations
- Week 16: Dec. 7
 - Reading: None
 - Assignment: Program Evaluation Presentations
- Finals Week: Dec. 14
 - Assignment: Program Evaluation Presentations

Course Policies

Students are expected to act professionally and fulfill the ACA and ASCA Code of Ethics throughout their time in the course. Students not fulfilling the ethical codes will be dismissed from the course and are at risk for dismissal from the program. Students acting unprofessionally (e.g. disrupting class, dressing inappropriately, acting inappropriately) will receive verbal and written feedback and warnings. If the behaviors do not change after a written request/warning, the student may be dismissed from the course.

Submission of Assignments:

Assignments are to be submitted to Canvas by the date and time listed on the syllabus. LATE SUBMISSIONS MAY NOT BE ACCEPTED FOR CREDIT.

Attendance Policy:

Attendance Policy: Students receive one excused absence. Each absence beyond the one excused absence will result in a loss of a letter grade (e.g. on the second absence you lose 10%

of your overall grade). The faculty member has the prerogative to provide an extra excused absence for extraordinary circumstance (e.g. hospitalization, death of a family member).

Non-Attendance Policy

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Communication

Students should expect responses to emails within 1-2 business days. Emails may not be returned on weekends. Students should check their e-mail inbox/Canvas course sites regularly.

Attendance Policy

Attendance is expected. If you know you are going to miss class, please email the instructor in advance.

Accommodations Due to Disability

Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Office for Student Accessibility (OSA) in SU 303. To receive academic accommodations for this class, please obtain the proper OSA forms and meet with me at the beginning of the semester. More information on OSA can be found at <https://inside.nku.edu/osa.html>.

Allied Zone

I am a member of the Allied Zone community network, and I am available to listen and support you in a safe and confidential manner. As an Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

Name/Pronoun

My gender pronouns are she/her. I will gladly honor your request to address you by an alternate name and/or your preferred honorific, and use your preferred gender pronouns. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Changes in the Syllabus

The syllabus is a projection of what I anticipate for the course. I reserve the right to modify the syllabus in order to adjust to changing circumstances, and will notify the course of any modifications.

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other

academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

In-Class: 1 day a week x 165 minutes x 15 weeks =	41.25 Hours (2475 minutes)
Readings: 21 chapters and numerous articles x 3 hours each =	63 Hours
Assignments: 3 assignments x 3 hours each =	9 Hours
Group Projects: 2 projects x 12 hours each =	24 Hours
Final Presentation =	12 Hours

TOTAL: **149.25 Hours**

Other Information

For information on university-wide policies governing students, please see the University Common Syllabus on your course Canvas site.