**Master Syllabus**

**College of Education**

**Department of Leadership, Counseling and Educational Technology**

**MHS 6010 Introduction to School Counseling**

3 Credits

CRN, Semester

Faculty Name and Rank

|  |  |  |
| --- | --- | --- |
| **Contact Information** | **Class Hours** | **Office Hours** |
| Office:  Phone:  Fax:  E-mail:  SKYPE: | Day, Time, Room | Days/Times  Or by appointment  via office  or SKYPE  or On-line as scheduled |

**Course Description: (From catalog plus any additional instructor amplification)**

**To provide students with an overview of the roles, responsibilities, functions, and characteristics of the school counselor within a comprehensive developmental guidance and counseling program.**

**Objectives: (Summary if distinct from objectives for CACREP, FEAPs or NCATE)**

1. To develop an understanding of the nature of developmental guidance and counseling at the preK-12 levels.

2. To begin to identify developmental problems and issues confronting preK-12 school children.

3. To understand the role of school counselors in the context of the ASCA National Model® for Comprehensive Programs.

4. To understand how school counselors carry out these roles with various interventions (e.g., Facilitative Model).

5. To demonstrate skills which evidence the incorporation of technology in facilitating the investigation and application of guidance and counseling.

6. To advance understanding of the school counselor's job in designing, implementing, leading, coordinating, and evaluating a comprehensive developmental guidance and counseling program.

7. To increase knowledge and awareness of outcome research in various aspects of school counseling.

**Implementation Strategies**

**Primary Method of Instruction**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| x | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice. |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| x | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| x | Lecture | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
| x | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
| x | Web Based Activity/Hybrid | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
| x | Guest Speakers/ Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Required Materials/Activities:**

1. Myrick, R. D. (2011). *Developmental guidance and counseling: A practical approach* (4th ed.). Minneapolis, MN: Educational Media Corporation.

2. American School Counselor Association. (2005). *The ASCA National Model: A framework for school counseling programs* (2nd ed). Alexandria, Va: Author.

3. *Florida School Counseling and Guidance Framework: A Comprehensive Student Development Program Model* (2010). Published by the Florida Department of Education. Available for download at ttp://www.fldoe.org/ese/pdf/FinalCounselFramework2010.pdf

4. LIVETEXT license.

5. Classroom handouts

6. Any assigned classroom readings or virtual documents (see Course Management System)

**Sample Calendar of Coursework Activities**

**(Note that schedule may be subject to change.)**

|  |
| --- |
| **Important Notes: Instructor Policies and Rules** |

1. **Class Attendance Policy** .

**SAMPLE:** The classroom format is largely experiential. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class. In order for maximum learning to occur, you must attend class regularly. Everyone is entitled to two (2) absences without penalty. For each absence beyond two, your final grade will be lowered by 10%. To be considered present you must be in class from beginning to end on a given day. It is also expected that all students have a valid reason for missing class which does not include “the last day of class.” All readings must be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and appropriate risk taking (i.e., modeling) are welcomed and encouraged.

1. **Written Assignments**. **Sample** All papers must be written in American Psychological Association (APA) form and style unless otherwise indicated. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct.
2. **Evaluation.** Statements here cover whether a course is on a points accrual or percentage basis, if all assignments must be completed to achieve a passing grade, policy on late work. Discuss here if course is pass fail.

| **Description** | **Points** |
| --- | --- |
| Website Evaluation |  |
| Job Shadowing |  |
| Exams |  |
|  |  |
|  |  |
| Professionalism and Participation |  |
| TOTAL |  |

|  |  |  |
| --- | --- | --- |
| **Minimum Percent** | **Minimum Points** | **Grade** |
| 90 |  | A |
| 80 |  | B |
| 70 |  | C |
|  |  |  |

**Policy regarding late or incomplete assignments**

1. **(Sample language about credit (full, partial or none) for late or incomplete work and number of days or week work can be late.** Incomplete assignments will be provided the opportunity for completion before the end of the term or will be severely penalized.
2. Late assignments lose 10% per week or any part thereof that are late.
3. No incomplete grades will be awarded without students proposing and the professor accepting a contract in writing that specifies the work to be completed and the time schedule for its completion.

At the instructor’s discretion and based on exceptionally strong performance in one or more areas, students whose cumulative points are within 5 of cut off scores may be awarded + or – grades.

**Policies regarding technology usage and use of technology in class.**

**Sample Statement regarding the level of technology usage and any policies regarding use of cell phones, PDAs, laptops, and other personal electronic devices** Please Note: If you use a computer to take notes, please don’t be sending emails or be on the internet or any websites during class. I find this activity very disrespectful. If you are bored with what’s going on, please see me. Please shut down your cell phones unless you are employed at a critical care facility and are on-call, or have a pending emergency in your family. Everyone will appreciate this.

**The Fine Print: College/University Rules**

**Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the Student Code of Conduct and Policies and Procedures sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

**College of Education LiveText Statement**

The College of Education has adopted the use of Live Text software to assist in the assessment of student's performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU's College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. This is a one-time only purchase. Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in Live Text that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors**. This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

**E-mail.**

Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology, you are required to open up an account and become familiar with the computer services available at FGCU. To activate, and your account, go to <http://eagle.fgcu.edu/> or you can call the Help Desk at 590-7107. Also, you should know that you can check and send messages from any Internet connection by going to http://eagle.fgcu.edu/.

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**The fine print: Standards and Assessments**

**Florida Educator Accomplished Practices/Competencies (School Counseling Courses Only)**

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| --- | --- |
| **FEAP/Competency** | **Evaluation** |
| **FL-FTCE-COMP-GUIDCOUNS-2012.9 Knowledge of appropriate technology** | **Website Evaluation** |
| **FL-FEAP-2010.2.b.1.e Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues;**  **FL-FTCE-COMP-GUIDCOUNS-2012.7 Knowledge of academic advisement**  **FL-FTCE-COMP-GUIDCOUNS-2012.7.3 Identify approaches for assisting students with course selection to prepare for secondary and postsecondary educational or employment opportunities.**  **FL-FTCE-COMP-GUIDCOUNS-2012.7.4 Identify systemic interventions that foster equity and access to close achievement, opportunity, and informational gaps.** | **Job Shadowing and Interview** |

**FGCU’s School Counseling Program is a Florida Department of Education Approved Program**

**College and University Competencies**

|  |  |
| --- | --- |
| **Competency** | **Evaluation** |
| FL-FGCU-COE-2011-DP.5 Technology - Appreciate the contributions that technology makes to the enhancement of communication and growth within the community.  FL-FGCU-COE-2011-KSP.5 Technology - Know and use appropriate technology tools effectively to support success. | Website Evaluation |

**CACREP Standards Matrix**

|  |  |  |
| --- | --- | --- |
| A. Foundations - Knowledge | 1. Knows history, philosophy, and trends in school counseling and educational systems. | Students will demonstrate knowledge through achievement on quizzes and tests achieving A or a B |
| A. Foundations - Knowledge | 3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. | Spend no less than 4 hours job shadowing two different school counselors in two different schools and at two different levels. Then, conduct an interview with each counselor and prepare a report, including demographics, skills, leadership, theory, time and organization, feelings about the job, advice, etc. Candidate demonstrates understanding of current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. |
| A. Foundations - Knowledge | 4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. | Students will demonstrate knowledge through achievement on quizzes and tests achieving A or a B |
| A. Foundations - Knowledge | 5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. | Spend no less than 4 hours job shadowing two different school counselors in two different schools and at two different levels. Then, conduct an interview with each counselor and prepare a report, including demographics, skills, leadership, theory, time and organization, feelings about the job, advice, etc.Candidate demonstrates understanding of current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. |
| 1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding professional functioning. | a) a. history and philosophy of the counseling profession; | MHS 6010 Introduction to SC: Candidates will demonstrate understanding of professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications at a proficiency level to earn an A or a B. |
| 1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of professional functioning. | b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications; | MHS 6010 Introduction to SC: Candidates will demonstrate understanding of professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications at a proficiency level to earn an A or a B. |
| 1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of professional functioning. | f) professional organizations, including membership benefits, activities, services to members, and current issues; | MHS 6010 Introduction to SC Quizzes and Exams Rubrics: Candidates demonstrate knowledge of professional organizations, including membership benefits, activities, services to members, and current issues at a high level of accuracy. |
| 1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of professional functioning. | g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; | MHS 6010 Introduction to SC Quizzes and Exams Rubrics: Candidate demonstrates knowledge of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues at a high level of accuracy. |
| 5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society. | b. counselor characteristics and behaviors that influence helping processes; | MHS 6010 Introduction to SC: Quizzes and Final Exam - Rubric: Candidates will demonstrate understanding of counselor characteristics and behaviors that influence helping processes |
| Academic Development – K | 1. Understands the relationship of the school counseling program to the academic mission of the school. | Spend no less than 4 hours job shadowing two different school counselors in two different schools and at two different levels. Then, conduct an interview with each counselor and prepare a report, including demographics, skills, leadership, theory, time and organization, feelings about the job, advice, etc.Candidate demonstrates understanding of current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. |

**Other CACREP Competencies covered**

**Foundations B.2 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.**

**Research and Evaluation I.2 Knows models of program evaluation for school counseling programs.**

**Research and Evaluation I. 4 Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).**

**Research and Evaluation I.5 Understands the outcome research data and best practices identified in the school counseling research literature.**

**Leadership O.4 Understands the important role of the school counselor as a system change agent.**

**Leadership O.5 Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.**

**The FGCU Counseling Programs are accredited by the *Council for Accreditation of Counseling & Related Educational Programs*.**

**Date of Master Syllabus Review 2 20 2013**

**Form Date 2 18 2013**