



College of Professional Advancement  
Department of Counseling  
Atlanta Campus

Course Title:	COUN 631 AY2: Introduction to School Counseling
Instructor:	Dr. Karen D. Rowland
Office Hours:	<i>Monday 10 – 2PM, Tuesday 11 – 5PM, &amp; by Appointment Only</i>
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Class Meeting Time:	Fall 2023: Tuesday: 5:00 – 7:30pm; Room – ACC 245
Course Website:	<a href="http://drkdr counselingcourses.weebly.com/">http://drkdr counselingcourses.weebly.com/</a>

**Course Description:**

This course is designed to provide students with an examination of the profession of school counseling. It will include examination of the philosophy, history, and current trends in school counseling and in education, as well as investigating the concept of developmental counseling programs for P-12 students and the national model and standards for school counseling programs.

**Course Prerequisites:** Admission to graduate school.

**School Counseling Program Outcomes Addressed in this Course:**

*The goals for the School Counseling Program are correlated to the Georgia Standards for School Counseling and the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American School Counselor Association (ASCA) National Standards for School Counselors, and the Council for the Accreditation Educator Preparation (CAEP).*

In addition to the required core curricular experiences, the graduate of the School Counseling Program will be able to:

1. Demonstrate the knowledge and skills associated with the foundations of school counseling, including the history, philosophy, and current trends in school counseling and educational systems;
2. Demonstrate an understanding of the coordination of counseling program components as they relate to the total school community;
3. Use strategies that help promote, develop, and enhance effective teamwork within the school and the larger community;
4. Use theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students;
5. Work individually in groups and in the classroom with students in developing appropriate ways to facilitate growth in the areas of academic achievement, personal/social growth, and career development for all students;

6. Demonstrate understanding of the concepts of the ASCA National Model and the ASCA National Standards for School Counseling Programs by being able to develop and administer a comprehensive developmental School Counseling Program;
7. Understand the concepts inherent in various testing programs, use test results to make data-based decisions concerning student programs of study, and be able to interpret test results to students, parents, and community members;
8. Assess the effectiveness of the school counseling program using data obtained by examining student outcomes.

**School Counseling Strands Addressed in this Course:**

Foundations and historical development; philosophy; professional identity; cognitive and social development; planning and implementation; barriers to student success; multicultural competency; coordination; systemic change; research; data analysis; data based decision making.

**Student Learning Outcomes for the Course:**

*Note: In addition to the common core curricular experiences outlined in CACREP II.G (2009 Standards), the following curricular experiences and demonstrated knowledge and skills are required of all students in the School Counseling Program.*

The professional school counselor student will:

<b>Objective:</b> <i>Demonstrate knowledge and skills of -</i>	<b>CACREP 2016 Standard</b>	<b>Conceptual Framework</b>	<b>Assessment</b>
1. the history and development of school counseling	SCHC Section 5:G <i>Foundation</i> 1.A	A.1	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Professional Counselor Interview</li> <li>• Introduction to the Profession and Wellness Plan</li> </ul>
2. models of school counseling programs	1.B	A.1 B.3 C.3	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Professional Counselor Interview</li> <li>• CDSCP</li> <li>• Advocacy Plan</li> </ul>
3. the school counselor roles as leaders, advocates, and systems change agents in P-12 schools	<i>Contextual Dimension</i> 2.A	A.1 B.2 C.2	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Professional Counselor Interview</li> <li>• Advocacy Plan</li> <li>• CDSCP</li> </ul>
4. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	2.B	A.3 B.2 C.2	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Foundation System</li> <li>• Crisis Plan</li> <li>• Advocacy Plan</li> <li>• CDSCP</li> </ul>
5. school counselor roles in school leadership and multidisciplinary teams	2.D	A.3 B.2 B.3 C.1 C.2	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Advocacy Plan</li> <li>• CDSCP</li> </ul>

6. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	2.E	A.2 A.3 B.1 C.1	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Crisis Plan</li> </ul>
7. competencies to advocate for school counseling roles	2.F	A.2 A.3	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• CDSCP</li> <li>• Crisis Plan</li> <li>• Advocacy Plan</li> </ul>
8. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	2.G	A.2 A.3 B.1 C.1	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Crisis Plan</li> <li>• Advocacy Plan</li> </ul>
9. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occur	2.I	A.3 B.1 B.2 B.3 C.2	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Crisis Plan</li> </ul>
10. qualities and styles of effective leadership in schools	2.J	A.3 B.2 C.2	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• CDSCP</li> </ul>
11. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	2.L	B.3	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Introduction to Your Profession</li> </ul>
12. legislation and government policy relevant to school counseling	2.M	B.1 B.2 B.3	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• All Course Assessments</li> </ul>
13. legal and ethical considerations specific to school counseling	2.N	B.1 B.2 B.3	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• All Course Assessments</li> </ul>
14. development of school counseling program mission statements and objectives	<i>Practice</i> 3.A	C.1 C.2	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• CDSCP</li> </ul>
15. interventions to promote academic development	3.D	C.1 C.2	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Advocacy Plan</li> </ul>

### Required Textbooks:

American Psychological Association (2011). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.).

American School Counselor Association (2019). *The ASCA National Model: A Framework for School Counseling Programs* (4<sup>th</sup> ed.). Alexandria, VA: Author.

Kaffenberger, C., & Young, A. (2018). *Making Data Work* (4<sup>th</sup> ed.). Alexandria, VA: ASCA.

Erford, B. T. (2019). *Transforming the School Counseling Profession* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

## **School Counseling Candidates must purchase and use LiveText:**

### *LiveText Requirements:*

1. **A LiveText account.** You can purchase your LiveText account at [www.livetext.com](http://www.livetext.com). Your account will be active for the duration of your current program at Mercer and one year beyond your program completion. For additional instructions on creating your LiveText account, see the LiveText instructions on the Tift College of Education website (<http://www2.mercer.edu/Education/LiveText/default.htm>). If you have already created a
2. LiveText account for another course in Tift College of Education, you do not need another one; you will use the same account for any classes or assignments that require LiveText.

## **The Conceptual Framework**

The conceptual framework of the school counseling program is organized around both the framework of the counseling profession in general and school counseling specifically interplayed with the conceptual framework of the Tift College of Education.

According to Chi Sigma Iota, the Counseling Academic and Professional Honor Society, International, counseling as a profession is unique among service providers because of its historical focus upon facilitating optimum human development across the life span. The American School Counselor Association (ASCA) has developed the ASCA National Model and ASCA National Standards for School Counseling Programs. These foundations expand the image and influence of professional school counselors through **Leadership, Advocacy, Collaboration and Systemic Change**. Mercer's program seeks to empower professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world. The conceptual framework around which the College of Continuing and Professional Studies has developed the School Counseling Program is: **"The Transformational School Counselor: Leader, Advocate, Collaborator and Systemic Change Agent"**

Within the context of a distinctive Baptist heritage, the inclusion of the Paideia ideal and know-how of blending theory and practice, the Tift College of Education Department of Teacher Education has chosen for its conceptual framework the theme **"The Transformational Educator-To Know, To Do, To Be."**

### **Combined Conceptual Framework: TIFT COLLEGE OF EDUCATION and The COLLEGE )F PROFESSIONAL ADVANCEMENT**

*The Transformational Educator:*

*To Know, To Do, To Be*

*Leader, Advocate, Collaborator, & Systemic Change Agent*

#### **To Know**

*To Know* the foundations of the education profession, content bases for curricula, and characteristics of diverse learners.

**Leadership.** Professional School counselors lead in the promotion of student success by understanding the foundations of the profession, the philosophy, techniques, and theories of counseling, and the barriers to learning that are faced by a diverse student population.

1. Demonstrates knowledge of the foundations, historical development, and professional identity of the counseling profession in general and school counseling in particular.
2. Demonstrates an expertise in the basic areas of counseling theory and helping skills and shows an ability to apply those theories and skills systemically.
3. Articulates an understanding of the characteristics, cognitive and social developmental stages, and emotional and psychological needs of a diverse student population.

#### **To Do**

*To Do* the work of a professional educator in planning and implementing well integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology.

**Advocacy.** Professional school counselors work proactively to remove barriers to student success academically, socially, and in the area of career development and planning to assure that the needs of all students are being met.

1. Assesses, plans, and implements strategies to improve student achievement in the areas of academic success, social and emotional growth, and career awareness by using data appropriately to advocate for every student's right to a rigorous curriculum that ensures post secondary success.
2. Demonstrates a clear understanding of the barriers to success in schools and plans research based programs that remove or minimize systemic barriers to learning that impede the academic, social, and career success of all students regardless of race, ethnicity, gender, socioeconomic status, sexual orientation, spirituality, disabilities, and language barriers.
3. Consults with teachers, administrators, parents and others in the development of plans to meet the goals for students, the school, and the school system in accordance with Georgia guidelines for school counseling programs.

**To Be**

*To Be* a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment.

**Collaboration and Systemic Change.** Working with all stakeholders, professional school counselors build effective teams that work toward equity, access, and academic, social, and career achievement for all students. Through the use of data driven decision making, professional school counselors examine existing policies and procedures and create new opportunities for increased student achievement.

1. Models positive and effective interpersonal communication skills when interacting with students, teachers, administrators, parents, and other stakeholders within the school system.
2. Through feedback, personal reflection, and work with stakeholders both in the school and outside of the school, demonstrates an ability to develop and implement educational programs that meet the individual goals of all students.
3. Demonstrates an ability to interpret and disaggregate data in meaningful ways as a significant part of the effort to revise and refine instruction and system policies.

**METHODS OF INSTRUCTION**

The following methods will be used to facilitate learning in this course:

- lecture
- small group activities, including discussions and interactions
- cooperative learning via group projects and activities
- media, including video tapes, audiotapes, visual aids
- research via library, internet, interviews, case studies
- simulation via role play, mock testing
- critical thinking exercises - “thinking outside the box”
- writing via reaction papers, evaluation of assessments

**Direct Instructional Hours: Total = 2250**

Instruction	Time
Classroom and Synchronous Lectures	1800 minutes (180 minutes per week)
Examination (Mid-term and Final)	180 minutes (90 minutes each)
Assignments (including students' presentations)	270 minutes

**COURSE REQUIREMENT**

**Activities and Assessments**

1. Introduction to Your Profession & Wellness Plan: For this assignment, you are to describe your reasons for/and interest in becoming a school counselor; a) what attracted you to this profession, b) what school level you are interested in and why, c) how you envision yourself in your role as a professional school counselor within the next 8 to10 years, and d) what do you hope students, teachers, administrators, parents, and the community will gain from your expertise as a professional.

You will end with a detailed description of your plans to remain well/healthy in your profession as a caregiver to an entire school. For your **Wellness Plan** you are to provide specific ways of how you intend to take care of yourself physically, mentally/emotionally/spiritually, socially, educationally with time lines included.

*Please upload a recent professional photo. Write directly in LiveText on due date.*

2. **Professional School Counselor Interview:** Each student will interview a school counselor in the state of Georgia, at one school level (Primary/Elementary, Middle, or High School). Find out the joys and difficulties/obstacles the counselor encounters in his/her work. Ask questions that would help you understand more about counseling and the particular field of school counseling. A 5 – 7 page paper, including a report of the interview and your perception of **the role of the school counselor** which will be submitted to the instructor.
  - I. The *interview report* should include a brief summary of the interview, and your personal reactions to the interview, the counselor, and the information received.
  - II. End your paper with a two to three page summation of your perception of **the role of the school counselor** (use Erford's text as well as the GA school counselors roles and responsibilities to support your response).

\*Use the questions included in your syllabus. *Upload to LiveText on due date.*

3. **CDSCP Define System:** Student will work in small groups for this assignment. You are to imagine yourself newly employed to work in a school district that has a progressive school counseling program that is in line with the ASCA National Model. You are charged with the task of creating and designing a Comprehensive Developmental School Counseling Program (CDSCP) for the school that you are employed.
  - I. Your first task is to create the **Define System** of your school counseling program. Using the *ASCA National Model text* you will create and develop the foundation for your school counseling program by including your program's mission and philosophy statements from the school's mission and vision statements and; the goals for your program.
  - II. Using *Erford's text*, give attention to the history and trends in school counseling (national, state, district, and school level). \* **Upload to LiveText**
4. **Crisis Prevention and Intervention Plan:** Students will work in their same small group to create a 15 – 20 page paper. Select a level (p-5, 6-8, or 9-12) and develop an appropriate crisis prevention and intervention plan which could be used as part of the overall crisis plan for your school. Include ways that administrators, staff, teachers, parents, and other stakeholders in the community could alert the counseling department of potential issues with students (e.g., school violence, suicide, terminal illness, death, fire, etc.), evaluation and follow up strategies, contingency plans for global crises such as natural disasters (e.g., hurricane, tornado, flood,) and/or terrorist threats or attacks, school shootings, and so on. The plan should clearly outline your understanding and recognition of child abuse and neglect, substance use, abuse and related issues, as well as the ethical and legal requirements of mandated reporting. See format in your syllabus. **Write directly in or Upload to LiveText.**
5. **Advocacy Plan:** Students working in their same small groups, will choose a topic of interest to them as professional school counselors and create a 7 – 10 page paper with a PowerPoint presentation, as if conducting a professional workshop or teacher-in-service presentation.

*Examples of topic may include student absenteeism, parental involvement, gang and violence prevention, bully/cyber bullying prevention, college readiness, substance use & abuse, etc.* Additionally, you will identify how you would like to advocate for academic success for all students especially those faced with or dealing with the issue described in your topic.

- In your advocacy plan you will include one detailed School Guidance Counseling lesson plan activity that will be a part of your professional workshop. a) develop a hands-on exercise that addresses the area you are advocating for, the focus of this activity **MUST** include a benefit for **all** your students. The exercise might be written as a classroom guidance lesson or small group lesson. Be prepared to present this lesson in your 20 – 25 minutes group presentation.
- \*See format in your syllabus. **Write directly in or Upload to LiveText.**

6. **Examination:** Students will take two (2) exam (on the chapters assigned and discussed from the class before). Both exams will consist of multiple choice questions provided in the Quiz module in the course website on Canvas during the assigned date.
7. **Class Participation:** Participation is essential to this course. Since much of the learning in this course occurs in the context of discussion, demonstration and practice sessions, you are expected to be present for all class meetings. The factors used to assess your grade include participation in class exercises and discussions, and staying current with assigned readings.

### **Writing Expectations:**

Introduction to School Counseling is a graduate level course; therefore professional writing is expected. Analysis, synthesis, and evaluation of concepts are expected. All papers are to be typed, double-space, using 12-font in Times New Roman, Ariel, or Courier. **Follow APA Style**, referring to the APA Manual (6<sup>th</sup> ed.). **Papers will be evaluated based on content, writing, and APA style.**

### **Professional School Counselor Portfolio (LiveText)**

The school counseling professional portfolio is a visual showcase of a student's work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education, school counseling, and central concepts of student development; as well as understanding and application of the standards, overall counseling program, lesson plans, etc. Required sections for this course will be developed in separate documents and added to the portfolio. This is an ongoing portfolio which will be added to throughout your completion of the master's degree.

### **LiveText Assessment Measures**

1. **Portfolio Artifact Requirement(s).** Your course assignments in this class are required artifacts in your portfolio. As part of the requirements for this course, you must place your artifacts in the *appropriate portfolio section and write a reflection on how your performance on the assignment addresses the targeted standard.* If you have used your portfolio in previous semesters, it should already be submitted to the appropriate program account; however, if this is your first semester to use your portfolio, be sure you follow the directions about which instructor account you should submit your portfolio to (see INSTRUCTIONS in syllabus). **If you have created a portfolio in a previous semester, do NOT create a new one now – simply add the artifact(s) and reflection(s) from this course to the existing portfolio.** See the chart in this syllabus for specific information on where to place your artifact and reflection (the portfolio section).
2. **Portfolio Reflection Expectations:** The required reflection in your portfolio must address how the artifact demonstrates you meeting the associated standard. This is *not* a reflection on the process of completing the assignment or what you think about the assignment. **FOCUS ON THE STANDARD.**

The standard as stated in your portfolio template is quite global; to ensure that your reflection is fully address, use the details of the rubric elements that will be used to assess this section of your portfolio, make sure you address each element. To access and download a pdf copy of the assessment tool used by faculty to assess your portfolio, go to [http://www2.mercer.edu/Education/LiveText/rubrics\\_for\\_portfolios.htm](http://www2.mercer.edu/Education/LiveText/rubrics_for_portfolios.htm)

3. *Failure to comply with the LiveText requirements of this course will result in a grade of “F” for the course and the course will need to be repeated. Should your GPA fall below 3.0 as a result of this, you will be placed on academic probation and you will be unable to continue in the program until you repeat this course successfully (grade of B or better).*

## EVALUATION

- Grading will be done on a letter grading basis. Therefore, students are encouraged to focus on their professional development. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade. It is the student’s responsibility to have presented throughout the semester specific data representative of his/her work.

### Grading Policy

A grade of **A, B, C, D, or F** will be earned based on fulfillment of all course requirements.

#### *Grading scale:*

A	93-100%	mastery of content/concepts
<b>A-</b>	<b>90-92</b>	
B+	87-89	
B	83-86	good understanding of material
<b>B-</b>	<b>80-82</b>	
C+	77-79	
C	73-76	rather basic understanding, more work is needed to perform
<b>C-</b>	<b>70-72</b>	appropriately and at a professional level
F	<70	

### Assignment Evaluation

Introduction	10%
Professional Interview	10%
CPSCP Define System	15%
School Crisis Plan	15%
Professional Advocacy Plan	15%
Examinations (15% each)	30%
Participation	5%
<b>Total</b>	<b>100%</b>

- An “A” signifies an **exceptionally** clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to **demonstrate exceptional work.**
- Grade in the “B+/B” ranges are very good grades, and signify a **solid** understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort



and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be **solid** in content and were completed in a timely manner.

- Grades in the “C+/C” ranges indicate that the **basic objectives of the course have been achieved**, that the student has **demonstrated satisfactory mastery of the material** of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.
- The “F” grade is failing.

## **POLICIES AND EXPECTATIONS**

- The classroom format is largely experiential. It is not possible to make up the experiences of discussion, demonstration, and practice done in class. In addition, your readings should be completed on the day assigned so you may be able to participate in the discussion.
- *Participation*: You will be required to demonstrate being engaged in every class period via attentiveness and verbal/nonverbal communication. That includes not playing on the internet on your laptop or other activities that are not related to the class.
- *Absences*: missing **two** classes will result in a “F” for the course; missing **one** class will result in one letter grade reduction.
- *Punctuality*: being on time is expected. Consistent lateness will also add up and become inclusive as an absence. Additionally, leaving class significantly early two times will be equivalent to one absence. In order to participate, attendance is necessary.
- Attitude also plays a direct role in your grade; therefore, what you put into the course you will get out.
- *Late work*: a 10% penalty will be assessed for late work and each day after another 10% will be deducted. Unless arrangements are made, it will be considered late.
- In *writing papers*: plagiarism, the act of copying the work of another author without crediting the source, shall be grounds for a failing grade.
- *Academic Honesty*: All students are expected to adhere to the Honor Code as explained in your Mercer catalog. (see the information on Honor Policy below).
- All *cell phones* must be turned off during class. If there is an expected emergency where you need to be accessible, the phone must be in the “vibrate/silent” mode.
- You may bring your *laptop* to class and use it to take notes. However, if use of your laptop becomes disruptive or if it impedes your ability to attend to subject matter (i.e., surfing the internet, working on assignments for other classes, etc.), you will be asked to shut down your program and leave your laptop at home.
- Please be courteous to the class and refrain from talking during the instruction or when others are speaking. You will also be asked to return promptly from breaks to maintain classroom decorum and assure you don’t miss essential information.
- As noted and stated, mutual respect is requested and will be adhered to.

- If at anytime the professor is unable to attend class, there will be an online classroom discussion assignment on Canvas for that missed class.

### **The Code of Ethics for Educators**

“The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards, which represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.”

The Code of Ethics for Educators, Georgia Professional Standards Commission (July 15, 2003).

Retrieved August 14, 2020,

<https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf> - Code of Ethics for Educators

[https://www.gapsc.com/Ethics/Downloads/moral\\_turpitude.pdf](https://www.gapsc.com/Ethics/Downloads/moral_turpitude.pdf) - Moral Turpitude

### **Internet Resources**

School Guidance Counseling Sites

<http://www.portup.com/~lburhans/schoguid.html>

Advancing Technological Literacy among School Counselors

<http://www.schoolcounselor.com/>

National Technology Institute for School Counselors

<http://www.techcounselor.org/nti3/nti.htm>

### **Professional Organizations**

American School Counselor Association (ASCA) <http://www.schoolcounselor.org>

American Counseling Association (ACA) <http://www.counseling.org>

Georgia School Counselor Association (GSCA) <http://www.gaschoolcounselor.org>

### **Digital Tools**

Computer Access: Computer with Macintosh or Windows operating system

Electronic Devices: Printer, Multimedia Projector, Scanner, Digital Camera, CD Burner

Delivery Media: Internet Access (Web Browser, Email, LiveText)

Current Software: Microsoft Office (Word, PowerPoint, Excel), Adobe (Acrobat) Reader, QuickTime Player or QuickTime

### **Recommended Professional Journals**

*ASCA School Counselor*

*Georgia School Counselor*

*Professional School Counseling*

*Georgia School Counselor Association (GSCA) Journal*

*Journal of Counseling and Development*

*The Career Development Quarterly*

*The Journal of Multicultural Counseling and Development*

### **Abbreviated Bibliography**

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<http://www.schoolcounselor.org/files/partners%20in%20achievement.ppt>.

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- Schwallie-Giddis, P., ter Maat, M., & Pak, M. (2003). Initiating leadership by introducing and implementing the ASCA national model. *Professional School Counseling*, 6, 170-173.
- Studer, J.R. (2005). *The Professional School Counselor: An Advocate for Students*. Cengage: Upper Saddle River, NJ.

**Assignments to be Uploaded into Livetext**

<b>Class Assignment</b>	<b>Livetext Artifact</b>
Introduction to Your Profession	Introduction
CDSCP Define System	Foundations of School Counseling
Professional School Counselor Interview	Foundations of School Counseling
Professional Advocacy Plan	Diversity & Advocacy
School Crisis Intervention and Prevention Plan	Counseling, Prevention, & Intervention

## TENTATIVE CLASS SCHEDULE

<b>Date</b>	<b>CACEP Standard</b>	<b>Assignment</b>	<b>Activity</b>
Week 1 8/22	5G.1.A; 2.M	Chapter 1 <i>In-person</i>	Transforming the School Counseling Profession: Historical Roots and Future Issues; – Introduction activities
Week 2 8/29	5G.1.B	Chapters 2 & 3 <i>In-person</i>	The ASCA National Model; Transformational Thinking in Today’s Schools
Week 3 9/5	5G.2.A	Chapters 4 & 5 <i>MS Teams</i>	Systemic, Data-Driven School Counseling Practice and Programming; Accountability – Case Studies
Week 4 9/12	5G.2.L; 2.M	Chapter 7 <i>In-person</i>	Ethical, Legal, and Professional Issues in School Counseling/ GA Code of Ethics for Educators – Ethical scenario case studies – School counseling scenario case – <b><i>Introduction to Your Profession due</i></b>
Week 5 9/19	5G.2.D; 3.D	Chapters 6 & 8 <i>MS Teams</i>	Outcomes Research on School Counseling Interventions and Programs; Culturally Competent School Counselors – School counseling scenario case
Week 6 9/26	5G.2.D; 2.F	Chapter 9 <i>In-person</i>	Leadership and Advocacy For Every Student’s Achievement and Opportunity – Case Studies
Week 7 10/3	<b>5G.1.A-B; 2.A, D, F, M</b>	<b>Chapters 1 – 9 <i>Online</i></b>	<b><i>EXAM I (available on Canvas)</i></b>
Week 8 10/10	5.G.3.A	Chapter 10 <i>In-person</i>	Developmental Classroom Guidance – Practice writing guidance lesson plans. – <b><i>Professional School Counselor Interview due.</i></b>
Week 9 10/17	5.G.3.A;3.D	Chapters 11 & 12 <i>MS Teams</i>	Academic Development and Planning for College and Career Readiness; Promoting Career Planning in Schools – Examining career transition plans & introduction to GAFutures ( <a href="https://www.gafutures.org/">https://www.gafutures.org/</a> ).
Week 10 10/24	5.G.2.D; 2.G; 2.I; 3.D 5.G.2.D; 2.J; 3.A	Chapters 13 <i>In-person</i>	Counseling Individuals and Groups in School – Role plays – <b><i>CDSCP Foundation Systems due</i></b>
Week 11 10/31	5.G.2.B	Chapter 14 <i>MS Teams</i>	Consultation, Collaboration, and Encouraging Parent Involvement – Discussions Activities
Week 12 11/7	5.G.2.E; 2.F; 2.I	Chapter 15 <i>In-person</i>	Systematic Approaches for Students with Complex Problems – Case studies <b><i>Crisis Prevention &amp; Intervention Plan Paper due</i></b>
Week 13 11/15	5.G.2.J; 2.I	Chapters 16 & 17 <i>MS Teams</i>	The Professional School Counselor and Students with Disabilities; Encouraging Parent Involvement; Helping Students with Mental and Emotional Disorder – Case studies– Case studies
11/21			<b>THANKSGIVING BREAK</b>
Week 14 11/28	5.G.2.A; 2.F; 2.G	<i>In-person</i>	– <b><i>Professional Advocacy Plan paper and presentation due</i></b>
Week 15 12/5	<b>5.G.2.A-B; D, F, G, J; 3.A, D</b>	<b>Chapters 10 – 17 <i>Online</i></b>	– <b><i>EXAM II (available on Canvas)</i></b>
Week 16 12/12			<b><i>ALL ASSIGNMENTS IN LIVETEXT due</i></b>

*\*ALL Readings MUST be done before the class day and time.*

*\*Please check the course on Canvas every week for updates on class activities and course assignments.*

**Note: This syllabus is a guide that may be amended as needed.**

## **CDSCP Define System Format**

- I. School's Mission Statement.
- II. Mission Statement – see your “ASCA National Model” text and/or workbook
- III. Philosophy Statement – see your “ASCA National Model” text and/or workbook
- IV. The CPSCP Goals – use the ASCA National Model Standards.
- V. The Crosswalk Tool – use the ASCA National Model Competencies and Indicators.

## **School Counselor Interview Questions**

- 1. How many school counselors are in your school?
- 2. What are the minimum requirements for being a school counselor at your school?
- 3. How many staff members are in the school counseling office?
- 4. What is the counselor/student ratio at your school?
- 5. What types of counseling activities do you perform in your role as the school counselor? Would you say that they are aligned with the Georgia's School Counselors Roles and Responsibilities as defined on the GaDOE website? If so, how?
- 6. What is/are your favorite, least favorite counseling activities, and why?
- 7. How long are individual and/or group counseling sessions?
- 8. How is your school counseling program like the ASCA national model?
- 9. What type of paperwork is involved in performing your responsibilities as the school counselor?
- 10. How does your office deal with ethical and legal concerns such as confidentiality, counselor training, counselor competence, etc.?
- 11. How is your school counseling program funded?
- 12. What is the starting salary for a certified school counselor in your school system?
- 13. What is the salary range in your school system?
- 14. How many years of experience do you have as a school counselor, and what are your credentials as a school counselor?
- 15. What recommendations or advice would you give to a newly hired school counselor with no experience?

## School Counseling Crisis Prevention and Intervention Plan Format

Students will work in small groups of three (3) to develop a presentation to follow the following outline:

See website to assist you in creating your plan: [http://www.doe.k12.ga.us/sia\\_titleiv.aspx](http://www.doe.k12.ga.us/sia_titleiv.aspx)

- 1) Introduction
  - a) Detailed definition of school crisis and a crisis prevention and intervention plan. Include:
    - i) a rationale for a plan to be in placed
    - ii) statistics about issue of school crisis on developmental levels
- 2) Explanation of Roles and Responsibilities for each personnel involved in school Crisis Intervention Plan
- 3) Identification and explanation of each crisis addressed in *intervention plan* with strategies clearly outlined
  - a) E.g., school violence, suicide, terminal illness, death, fire, etc.
- 4) Detailed description of methods of notifying administration, teachers, staff, students, parents, community of a school crisis.
- 5) School Counselor Intervention Techniques/Strategies for Crisis Prevention Plan (a minimum of 3 (three) intervention techniques/strategies (one classroom, one small group, one individual counseling lesson activity).
  - a) Include specific technique activities (use the counseling lesson plan format)
    - i) Identify which crises would be addressed in classroom guidance, small groups, and individual counseling with a rationale for each.
- 6) Conclusion paragraph
- 7) Reference
- 8) Appendix

**School Guidance Core Curriculum Lesson Plan Activity**

(to be included in the *Advocacy Plan* assignment but submitted as a separate document)

- I. Title of Activity
- II. Identify the type of Counseling Activities (e.g. classroom guidance: appreciating cultural differences and similarities).
- III. Participants – developmental level and grade level (e.g., middle school – 6<sup>th</sup> grade).
- IV. Include Goals and Objectives for the activities (see ASCA’s *Mindsets & Behaviors* and the National Model textbook).
- V. **Georgia’s Career Cluster Pathway for School Guidance Core Curriculum** *see - <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/CTAE-Georgia-Career-Clusters.aspx>*.
- VI. Provide an evaluation method you will use to determine your activity’s outcome. Remember the evaluation **must** be related to the goals of the activity. (i.e., writing assignment, artwork, etc.).
  - Address an evaluation for each domain
    1. Cognitive Domain
      1. Evaluation
    2. Affective Domain
      1. Evaluation
    3. Psychomotor-Behavioral Domain
      1. Evaluation
- VII. Provide a description of the instructions for the lesson facilitator (teacher or counselor).
- VIII. Provide a description of the activity’s format and time frame.
- IX. Integration Suggestion (*how can you integrate the activity into the classroom academic curriculum*).
- X. References used. Indicate the reference use for the activity in the lesson plan and also on your reference page in the paper.
- XI. Appendix



### Advocacy Plan format

Choose a topic of importance to the school population and of interest to you and write your paper as if you were presenting a detailed professional workshop created and designed to address the issue. The plan is for your workshop to be scheduled for 60 – 90 minutes in length. Use the following format as a guide.

- I. Ice Breaker (*an activity to engage as many participants*)
- II. Introduction (*of topic, use research articles*)
- III. Description of Counseling Advocacy Issue (*detailed, use DSM-IVR classification and appropriate public laws if applicable, statistics on issue, demographics of school population affected, effects on school/academics, statistics, etc – use research articles*)
- IV. Advocacy Plan (*detailed description on what your plan of action would include with a rationale for the action/s taken, include examples from research*)- **see plan format below.**
- V. Intervention/Techniques –for school counselor, teachers, parents, etc.(*detailed description or outline for handling the issue, include the classroom activity to engage the participants*)
- VI. Conclusion
- VII. References (*articles, internet resources, etc*)
- VIII. Appendix (*workshop evaluation, counselor brochure, etc.*)

### **School Counselor ADVOCATING FOR CHANGE in the School Format**

#### Preliminary Steps of Change

Identify the Problem (school counselor role/responsibility)  
Clarify Possible Systemic Contributions to Problem  
Assess the Risks of Action and Non-Action

#### Action Steps

Clarify Source and Focus of Problem  
Delineate an Action Plan with a Timeline  
Identify Sources of Conflict and Opposing Opinion

#### Take only Realistic Action

Enlist the Support of Influential People & Policy Makers  
Evaluate Progress  
Reflection about the project

Challenge Resistance  
Evaluate Progress  
Reflection about the project

## College and University Policies

Mercer University Student Handbook <https://provost.mercer.edu/wp-content/uploads/sites/51/2023/06/University-Student-Handbook-6.20.23.pdf>

### **Email and Communication**

All students are assigned a Mercer e-mail address. Mercer University will use this address for any official e-mail correspondence with students. In the event of an emergency, Mercer will utilize multiple methods, including emergency text messaging to notify students. Students are expected to maintain and update their contact information via MyMercer.

### **Academic Resources**

The **Academic Resource Center (ARC)** provides several different services designed specifically to help Mercer’s Atlanta campus, Regional Academic Center, and distance-learning students improve performance and accomplish their academic goals. These services include in-person math and writing tutoring, online tutoring ([Online Writing Lab](#), [Online Math Lab](#), and [Online Science Lab](#)), study skills resources, and online workshops. Students can visit the ARC’s website to view tutoring for their specific location, assess their study skills, explore study skills resources, learn more about ARC services, and watch online presentations on various topics: <https://arc.mercer.edu>. Students can contact the ARC to schedule an online consultation or to get additional information by emailing [arc@mercer.edu](mailto:arc@mercer.edu).

### **Mental Health and Wellness**

Mercer University faculty and staff recognize that mental health concerns can impact academic performance and interfere with daily life activities. Because stress is a normal part of the college experience, learning to manage stress effectively is crucial to your well-being and overall success. Please notify your faculty member or academic advisor for academic assistance, as needed. CAPS can also provide support if you’re feeling anxious, overwhelmed, depressed, lost or are struggling with personal issues. Please call or visit the [Counseling and Psychological Services \(CAPS\) website](#) for more information. These services are free and confidential, and support non-traditional, graduate, and undergraduate students. Students may access CAPS at the location of their academic program: MACON – Counseling Center (#21 on the campus map, behind the MEP residential complex), 478-301-2862; ATLANTA – 215 Sheffield Student Center, 678-547-6060. Students at Regional Academic Center and other locations may obtain assistance in finding local services by contacting the CAPS Office nearest them, or utilizing [WellConnectForYou.com](#) , 866-640-4777. We also encourage students to call or text 988 to reach the National Suicide & Crisis Line if needed.

### **ACCESS and Accommodations**

Students with a history or newly documented disability visible or invisible or who had an IEP or 504 Plan due to ADHD/ADD, visual or hearing impairments, Chronic Health Condition (ex. Diabetes, seizures, cancer other medical), pregnancy, child birth, lactation and medical condition related to pregnancy, mobility impairment, learning disability or a mental health concern (depression, anxiety, PTSD etc.) should contact the Access and Accommodation Office (AAO) (<https://access.mercer.edu>) to complete the verification process to become approved for necessary accommodations and services.

In order to receive accommodation, each term, students will submit a Semester Request for faculty notification forms through the AAO online system Accommodate. Students are required to meet with each professor (during office hours or by appointment) in a timely manner to discuss implementation of accommodations. Students receiving accommodation for the administration of exams will receive instructions from the course faculty as to the time and location for their exam if different than class time.

Note – Disability accommodation or status are confidential and are not reflected on academic transcripts.

Students with a history of a disability, perceived as having a disability or with a current disability who do not wish to use academic accommodations are also strongly encouraged to complete the verification process with the Access Office.

Students must request accommodation in a timely manner to receive accommodations in a timely manner. Please know accommodation is not retroactive. “

**Contact information: <https://access.mercer.edu> for information, email [access@mercerc.edu](mailto:access@mercerc.edu) main office 478-301-2810 and Atlanta 678-547-6823**

### **Service Animals and Emotional Support Animals**

Mercer University is committed to maintaining a fair and respectful environment for living, working, and studying for all, including individuals with disabilities. To that end and in compliance with federal and state laws, the University has developed guidelines regarding Service Animals and Emotional Support Animals while on Mercer property.

The policy can be found at <https://policies.mercer.edu/www/mu-policies/upload/Mercer-Service-Animals-and-Emotional-Support-Animals-Policy-4-10-23.pdf>.

### **Diversity**

Mercer University and the College of Professional Advancement are committed to promoting a community of respect. The Counseling Program seeks to create a culture of community that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of the community in recognizing the multi-dimensional diversity that contributes to the learning environment and the community in which we live. An essential part of our program is to create an environment that supports exploration, learning, and work free from bias and harassment, thereby improving growth and development of each member of our community.

## **Student Conduct**

### **Community of Respect**

Mercer University strives to be a *Community of Respect* where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

#### *Respect for Academic Integrity*

We value a community that encourages an academic atmosphere. We believe that honesty is important to learning.

#### *Respect for Other Persons*

We value the worth of every individual in the community and we respect the dignity of each member in the community. We take responsibility for the consideration of the rights of others.

#### *Respect for the University Community*

We value showing respect for the rights and property of others. We take responsibility to act to maintain University property.

#### *Respect for Community Authority*

We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

These values are codified into the following Student Code of Conduct, which includes a general overview of the process, a listing of unacceptable student conduct, possible sanctions, and other key information. This Student Code of Conduct applies to all students on all campuses, including online programs, and supersedes any student conduct policies and procedures previously used by colleges or programs. Program-specific regulations and policies (including professional standards) may apply to students beyond those outlined here and may be found in supplemental handbooks. Nothing in this policy prohibits these academic programs from pursuing additional review and action of professional standards as appropriate to their professions. Students are expected to be aware of and conduct themselves in a manner that is in compliance with all applicable policies found in the University Student Handbook and related campus supplements. Academic violations are handled through a separate process found in the academic Honor Code.

The University expects students to conduct themselves in a manner, which reflects their maturity and their awareness that matriculation at the University is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined as having an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University sponsored events held off campus. Please refer to the Mercer catalog for examples and other information.

### **Code of Ethics for the American Counseling Association**

“The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span.

Association members recognize diversity and embrace a cross- cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts.”

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.  
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

### **The Code of Ethics for School Counselors**

“The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility.”

Ethical Standards for School Counselors, American School Counselor Association (June 24, 2004). Retrieved January 19, 2008. <http://www.schoolcounselor.org/content.asp?contentid=173>

## **Grievance Policies and Procedures**

### **Academic Grievances and Appeals**

Policy: Students have the right to bring grievances against a faculty member or an administrator and to appeal decisions concerning academic matters. A “grievance” is typically a complaint relating to some allegedly improper action or behavior. An “appeal” is typically a request for review of a routine judgment or decision. Such matters may include, but are not limited to failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on race, color, national origin, disability, veteran status, sex, sexual orientation, genetic information, age, or religion (except in limited circumstances where religious preference is both permitted by law and deemed appropriate as a matter of University policy).

Time Frame: For grievances and appeals of any kind, students are required to initiate them with the appropriate faculty member no later than thirty (30) days from the completion of the term in which the course was offered. Grievances or appeals received after this period will not be honored.

Informal Resolution Procedure: Student grievance and appeal procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the issue by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Procedure.

Formal Resolution Procedure: The following protocol should be followed:

1. The student should meet with the appropriate department chair or program director after submitting to this

person a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the instructor's decision.

2. If the grievance or appeal is not satisfactorily resolved by the department chair or program director, the student should meet with the Dean after submitting to the Dean a formal written account. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the department chair's or program director's decision.
3. If the grievance or appeal is not satisfactorily resolved by the Dean, the student should meet with the Provost after submitting to the Provost a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the Dean's decision.

If the student has a grievance or appeal involving a dean, he or she should schedule an appointment with that dean to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the issue with that dean, the student may address the grievance or appeal to the Provost. In all academic grievance and appeal procedures, the decision of the Provost is the final University decision.

Once the University grievance or appeal procedure has been exhausted, the student can seek a solution outside the University by filing a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The details for filing a complaint with the GNPEC are located on their website and require a specific form. The student can access <https://gnpec.georgia.gov/> and click on "File a Complaint" for this information.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program accreditors can be contacted to file a complaint if a student believes accrediting standards were violated or grievance procedures were unfair and applied inappropriately and inconsistently. The student can access SACSCOC at <https://sacscoc.org/?s=complaint> and click on "Complaint Procedures Against SACSCOC or Its Accredited Institutions" for more information. A listing of all University accreditors with contact information can be found in the Mercer University catalog. [Note: The procedures associated with the accrediting agencies are not intended to be used to involve the agency in disputes between individuals and member institutions, or cause the agency to interpose itself as a reviewing authority in individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.]

### **Nonacademic Grievances**

Policy: Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, and/or (3) a University program, service, or activity.

Informal Resolution Procedure: Many grievances can get resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

Formal Resolution Procedure: When a student wishes to file a formal grievance that is nonacademic in nature and does not already have a stated appeal or grievance process as prescribed by law or the institution, he or she should follow this procedure:

1. The student should submit the grievance in writing to the supervisor of the University employee responsible for the action or event that forms the basis of the grievance. This statement should contain a brief statement of the grievance and the remedies sought, and be clearly labeled "Formal Grievance" for tracking purposes. A copy of the statement must also be presented to the Associate Vice President of Human Resources and the Vice President for Student Affairs. The grievance should be submitted to the employee's supervisor within ten (10) days of the action or event that forms the basis of the grievance.
2. The supervisor will meet with the respondent to discuss the grievance within ten (10) days of receipt of the written grievance. The employee's supervisor will reply in writing to the student with the results of the discussion and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources and the Vice President for Student Affairs.
3. If the student is not satisfied with the results from the supervisor and wants the grievance to be considered further, the student will have an opportunity for appeal as follows:
  - (a) In the case of grievances concerning employees, policies, procedures, or programs of a nonacademic nature within a specific school or college, the student may appeal to the Dean with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the appeal to



the Provost and the Provost response will be copied to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

Once the University grievance or appeal procedure has been exhausted, the student can seek a solution outside the University by filing a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The details for filing a complaint with the GNPEC are located on their website and require a specific form. The student can access <https://gnpec.georgia.gov/> and click on “complaint form” for this information.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program accreditors can be contacted to file a complaint if a student believes accrediting standards were violated or grievance procedures were unfair and applied inappropriately and inconsistently. The student can access SACSCOC at <https://sacscoc.org/?s=complaint> and click on “Complaint Procedures Against SACSCOC or Its Accredited Institutions” for more information. A listing of all University accreditors with contact information can be found in the Mercer University catalog. [Note: The procedures associated with the accrediting agencies are not intended to be used to involve the agency in disputes between individuals and member institutions, or cause the agency to interpose itself as a reviewing authority in individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.]

- (b) In the case of grievances concerning employees, policies, procedures, or programs of a nonacademic nature outside of the administrative organization of a specific school or college, the student may appeal to the Vice President with responsibility for the employee’s unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee’s supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee’s unit will be the final University decision on the grievance. A copy of the grievance and their response will be submitted to the Associate Vice President of Human Resources and the Vice President for Student Affairs.

Once the University grievance or appeal procedure has been exhausted, the student can seek a solution outside the University by filing a complaint with the Georgia Nonpublic Postsecondary Education Commission (GNPEC). The details for filing a complaint with the GNPEC are located on their website and require a specific form. The student can access <https://gnpec.georgia.gov/> and click on “complaint form” for this information.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and program accreditors can be contacted to file a complaint if a student believes accrediting standards were violated or grievance procedures were unfair and applied inappropriately and inconsistently. The student can access SACSCOC at <https://sacscoc.org/?s=complaint> and click on “Complaint Procedures Against SACSCOC or Its Accredited Institutions” for more information. A listing of all University accreditors with contact information can be found in the

Mercer University catalog. [Note: The procedures associated with the accrediting agencies are not intended to be used to involve the agency in disputes between individuals and member institutions, or cause the agency to interpose itself as a reviewing authority in individual matters of admission, grades, granting or transferability of credits, application of academic policies, fees or other financial matters, disciplinary matters or other contractual rights and obligations.] The Dean of Students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

## **GRADUATE HONOR SYSTEM**

This document describes policies and procedures for dealing with infractions of the *Honor Code* by students matriculated in Graduate Programs under the jurisdiction of the Graduate Council of Mercer University.

### **DEFINITION OF THE GRADUATE HONOR SYSTEM**

The Graduate *Honor System* is a code established, interpreted, and administered by the Graduate Council of Mercer University. It is based on the Undergraduate *Honor System* and draws on the traditions of integrity and academic freedom which are embodied by that system. Like that system, the aim of the Graduate *Honor System* is to promote complete freedom within the academic community – a freedom which is based on a trust between students and faculty. At Mercer University, the *Honor System* is subscribed to by everyone enrolling in any class, whether during the regular academic year, the summer term, or evening classes. The faculty subscribes to and supports fully the *Honor System*. The *Honor System* places responsibility for honesty where it belongs and ultimately must rest, on the individual. The individual is responsible for reporting any academic dishonesty he or she may observe as well as being responsible for his or her own honesty. By placing the responsibility on the individual, each student becomes the guardian of the *Honor System*. As a pledge to uphold this responsibility, each student assumes the Honor Pledge stating, “I pledge myself to neither give nor receive aid during tests or for any individual assignments or papers, nor to use any information other than that allowed by the instructor. I further pledge that I will not allow to go unreported to the proper persons any violation of the *Honor System* and that I will give true and complete information before the Honor Committee.”

### **GRADUATE HONOR PANEL**

Policies and procedures regarding graduate student infractions of the *Honor Code* are established by the Graduate Council of Mercer University. To this purpose, the Graduate Council shall establish and maintain a panel of members of the Graduate Faculty who are available to adjudicate cases of infractions reported to the Council. The members of this Panel may be called upon to serve as an Honors Committee to judge violations of the *Honor Code* and to recommend penalties for those found guilty of infractions.

Each college or school which offers graduate programs falling under the jurisdiction of the Graduate Council shall select three members of its Graduate Faculty to serve on the Honor Panel. The Honor Panel members shall serve for staggered terms so as to provide for continuity of experience.

## DEFINITIONS OF VIOLATIONS

**Violations** A violation of the Honor Code involves: (1) cheating, (2) plagiarism, (3) academic negligence, or (4) other acts of dishonesty in the area of academics and research. Perjury or willful omission of evidence during a COMMITTEE hearing is also a violation.

**Cheating** is the taking of credit for work which has been done by another person. The following are some of the more common instances of cheating:

1. (1) using notes, textbooks, or reference materials on a test, daily quiz, or examination unless the use of such materials is specifically permitted by the professor;
2. (2) copying ideas or facts from another's papers during a test situation in or out of class;
3. (3) giving or receiving facts or ideas by any means whatsoever during a test situation in or out of class;
4. (4) obtaining test questions which a teacher does not release for further reference;
5. (5) obtaining or giving specific information which will be on a test before the test is administered;

**Plagiarism** is defined as the use of ideas, facts, phrases, or additional material such as maps and charts from any source without giving proper credit for such material. Any material in a paper or report which is not acknowledged is understood to be the original work of the author.

**Academic negligence** is also a violation of the *Honor Code*. It is unacceptable conduct of a student during a testing situation. (This includes in-class tests, take-home tests, outside assignments, papers, homework, lab reports, etc.) It may include the student's failure to understand the instructor's specific instructions.

**Perjury** is the falsification of testimony or other evidence presented to the Council. Willfully omitting evidence may also result in a conviction.

## PROCEDURE FOR REPORTING HONOR CODE VIOLATIONS

Each student is responsible for reporting any and all infractions of the *Honor Code*. This responsibility is accepted when he or she enrolls in Mercer University and is expected of him or her as a vital participant in the Mercer University *Honor System*. The SYSTEM is so dependent upon this student responsibility that the shirking of this responsibility is considered a serious violation of the *Honor Code*. Faculty as well as students are responsible for reporting any and all infractions of the *Honor Code* which may come to their attention.

The procedure for reporting a violation is:

1. (a) If a student or member of the faculty knows or hears of an act of dishonesty, he or she is responsible for reporting the incident to the Dean of the academic unit. The Dean will determine whether the incident should be managed within the academic unit or forwarded to the Graduate Council. If the decision is to forward to the Council, then such notification shall be immediately made to the Chairperson of the Graduate Council.
2. (b) The Graduate Council will select two members of the Honors Panel for an Honor Committee and request that the Dean name the remainder of the Committee by: (1) selecting two members of the Graduate Honor Panel, and (2) naming one additional

member of the Graduate Faculty. The Dean will appoint one member of this group as chairperson.

3. (c) The Chairperson of the Honors Committee will notify the accused student(s) and will serve as an investigator to determine the facts of the case. The Honors Committee will conduct the case according to the procedures described in the following section.

### **LIVETEXT** **REQUIRED FOR ALL STUDENTS**

#### **LiveText:**

All students enrolled in the Counseling programs are required to purchase a LiveText account and upload artifacts of completed assignments associated with Key Performance Indicators at designated checkpoints throughout the course of study. The purpose of the LiveText artifact upload requirement is three-fold: 1) to document student developmental progress toward Key Performance Indicators associated with CACREP standards, 2) to provide a student-accessible platform for assessment of the Key Performance Indicators and the associated CACREP standards at multiple points in time, and 3) to establish a comprehensive summary of group-level assessment data for overall program-level assessment.

**Failure to comply with the LiveText requirements for this course will result in a grade of “F” and the course will need to be repeated to maintain active status in this degree program. Should your overall GPA fall below 3.0 as a result of this, you will be placed on academic probation and you will be unable to continue in the program until you repeat this course successfully (grade of B or better).**

Students are expected to:

- (1) Purchase a LiveText membership account. You can purchase your LiveText account at [www.livetext.com](http://www.livetext.com). OR You can purchase through the Mercer University Bookstore.

For additional instructions on creating your LiveText account, see the LiveText instructions provided below. If you have already purchased a LiveText account for another degree program at Mercer or at another university, you do not need to create a second one; contact LiveText to reactivate your account at a reduced cost and you will use the same account for your current degree at Mercer.

- (2) Upload assignment artifacts from courses associated with Key Performance Indicators to LiveText by the deadline listed in the course syllabus. Courses with associated Key Performance Indicator assignments are as follows:

#### **Creating a LiveText Account**

Type the following in your address bar in your browser: [www.livetext.com](http://www.livetext.com)

Click on the **Purchase Membership** button

Enter your personal information and list **Mercer-University** as your institution

For your user name, you must use the following format:

First initial of first name, First initial of middle name, First four letters of last name, Last four numbers of Mercer ID #.

**EXAMPLE: John K. Smith ID# 1025436 user name: JKSmit5436**