



**Penfield College – Atlanta Campus
Department of Counseling and Human Services**

Course Title:	COUN 644: Orientation to Professional School Counseling Practice
Credit Hours:	1 credit hour
Instructor:	Dr. Karen D. Rowland
Office Hours:	<i>Monday, 11 – 1pm; Tuesday, 11 – 3pm, Wednesday, 1 – 5pm or by appointment only</i>
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Class Meeting Time:	Fall 2017 Wednesday 5:00 – 6:30PM
	http://drkdr counselingcourses.weebly.com/

Course Description:

This course is designed for final year students to give breadth and depth of knowledge in areas which are crucial in school counseling by merging the academic experience with best practices to solidify understanding of concepts and provide guidance for the practice of school counseling. This course gives attention to areas such as special education, classroom management, grant writing, ethical and legal issues in the school, and certification requirements.

Purpose:

The purpose of this course is to assist in providing closure to formal preparation of school counselors-in-training for their transition into professional positions in the K-12 schools.

Course Prerequisites:

COUN 631, COUN 632, COUN 639, COUN 642.

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 Objectives:

Note: In addition to the common core curricular experiences outlined in CACREP Section II (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 candidate will:

Outcomes	CACREP Standard	CAEP Standard	Assessment
1. Understands ethical and legal considerations specifically related to the practice of school counseling.	SC Knowledge 2	1	1. Class Participation 2. Resource Project
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	SC Knowledge Skills 2	1	1. Class Participation 2. Resource Project
3. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	SC Diversity Skills 4	.	1. Class Participation 2. Resource Project
4. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	SC Assessment Skills 1	1	1. Class Participation 2. Resource Project
5. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.	SC Assessment Skills 2	1	1. Class Participation 2. Resource Project
6. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	SC Diversity Skills 2	1	1. Class Participation 2. Resource Project
7. Knows the qualities, principles, skills, and styles of effective leadership.	SC Leadership Knowledge 1	1	1. Class Participation 2. Resource Project
8. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	SC Leadership Skills 2	1	1. Class Participation 2. Resource Project
9. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	SC Knowledge 3	1	1. Class Participation 2. Resource Project

Required Textbooks:

American School Counselor Association (2013). *The ASCA National Model: A Framework for School Counseling Programs* (3rd ed.). Alexandria, VA: Author.

American Psychological Association (2005). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Textbooks:

- American School Counselor Association (2013). *Making DATA Work* (3rd ed.). Alexandria, VA: Author.
- Charles, C. M. (2008). *Building Classroom Discipline* (9th ed.). Boston, MA: Pearson.
- Holcomb-McCoy, C. (2007). *School Counseling to close the Achievement Gap*. Thousand Oaks, CA: Corwin.
- Johns, B. H., and Carr, V. G. (2009). *Techniques for Managing Verbally & Physically Aggressive Students* (3rd ed.). Denver, CO: Love.
- Trolley, B. C., Haas, H. S., and Campese Patti, D. (2009). *The School Counselor's Guide to Special Education*. Thousand Oaks, CA: Corwin.

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 COLLEGE OF CONTINUING & PROFESSIONAL STUDIES

*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.

COURSE REQUIREMENT

Activities and Assessments

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.

Resource Project and Presentation: The intention of this project is to have each of you learn one topic thoroughly and then combine any resources found or created into a packet that can serve as a resource and reference for you at your internship and in your future work as a school counselor. This project has several pieces. The student must complete each of the following in order to receive credit:

- (1) *Research one topic* of interest regarding children and/or adolescents that will be useful for a parent workshop, school counselor in-service training, and/or a professional conference presentation (i.e. grief and loss, suicidality, divorce, substance abuse, use of non-directive play therapy, issues of confidentiality with minors, bullying/cyber bullying, responsible use of social media, using mindfulness in counseling, etc.)
- (2) *Present this topic* to the class. Presentations should be 25-30 minutes and involve an experiential component (demonstration, case study, activity, video clip, etc.). It is expected that students will use PowerPoint as a presentation method unless an alternative method is presented to and approved by me prior to the presentation.
- (3) *Develop a comprehensive handout and reference resource packet* that you can share with your peers. Although there are not exact page specifications for the resource packet, it is expected that the coverage will be thorough, and in a format that is clear and easily understandable to others.

Topic must be approved prior to commencing research, in order to prevent overlap.

LiveText Portfolio Presentation: You will complete your LiveText Portfolio, print and place your Comprehensive Developmental School Counseling Program (CDSCP) in a binder as if preparing for a job interview for a professional school counselor position. You will present your portfolio to the class in a 10 – 15 minutes presentation as if you are presenting your CDSCP to a school administrative staff (principal, assistant principal, head/lead school counselor, school psychologist, etc.).

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 (6th 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
- 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
A-	90-92	
B+	87-89	
B	83-86	good understanding of material

B-	80-82	
C+	77-79	
C	73-76	rather basic understanding, more work is needed to perform
C-	70-72	appropriately and at a professional level
F	<70	

- 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.

Assignment Evaluation

Class Participation	20%
Resource Project and Presentation	60%
LiveText Portfolio Presentation	30%
Total	100%

ACCESS / Disability Syllabus Statement for the Atlanta Campus

Students requiring accommodations or modifications for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the ACCESS and Accommodation Office to document your disability, determine eligibility for accommodations under the ADA/AA/Section 504 and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the ACCESS Coordinator. **A new form must be requested each semester.** 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 register with the ACCESS and Accommodation Office and request a Faculty Accommodation Form each semester.

Atlanta, Douglas, Henry & Newnan, for additional information please contact Richard Stilley (stilley_r@mercer.edu), at (678) 547-6823 or visit the ACCESS and Accommodation Office website at

<http://atlstuaffairs.mercer.edu/disability-services.cfm>

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.
- *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.
- 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.

Academic Integrity

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program. Procedures related to Honor Systems and Academic Integrity are outlined in the specific

handbooks for each campus and can be found on the Provost website at <http://provost.mercer.edu/handbooks>.

Students are expected to abide by the Honor Policy for ALL assignments. Students are expected to do their own work for assignments that are electronically submitted as well as the companion web site activities. The instructor will announce those assignments that are specifically designed for cooperative work.

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 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.

Diversity

Mercer University and the College of Continuing and Professional Studies are committed to social justice and respect for all individuals. The Community 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 Academic Grievance Policy

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. 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 age, gender, religion, race, marital status, national origin, or disability.

Time Frame

For grievances of any kind, students are required to initiate appeals with the appropriate faculty member no later than 30 days from the completion of the term in which the course was offered. Appeals received after this period will not be honored.

Informal Resolution Procedure

Student grievance 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 complaint 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 Process.

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

If the student has a complaint against a dean, he or she should schedule an appointment with that dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the complaint with that dean, the student may appeal to the provost. In all grievance procedures, the decision of the provost is final.

Student Nonacademic Grievance

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 complaint that is nonacademic in nature and does not pertain to student conduct, he or she should follow this procedure:

1. The student should submit the complaint in writing to 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. A copy of the statement must also be presented to the employee's supervisor and the Associate Vice President of Human Resources. The complaint should be submitted to the employee within ten (10) days of the action or event that forms the basis of the grievance.
2. The employee respondent will meet with the student along with their supervisor or the Associate Vice President of Human Resources to discuss the complaint within ten (10) days of receipt of the written grievance. The employee respondent will reply in writing to the student with the results of the discussion at the meeting 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.
3. If a student is not satisfied with the results of the discussion and/or with the reply and wants the grievance to be considered further, the student may appeal in writing to the employee respondent's supervisor. A copy of this appeal must be sent to the Associate Vice President of Human Resources. This appeal to the supervisor must begin within ten (10) days after the student receives the written reply from the employee responsible for the action or event that forms the basis of the grievance. A written reply indicating the results of the appeal including further action, if any, to be taken will be sent to the student by the employee's supervisor within ten (10) days of the meeting between the student and the employee's supervisor. A copy of this response will be sent to the Associate Vice President for Human Resources.
4. If the student is not satisfied with the results of the appeal to the supervisor and wants the grievance to be considered further, the student will have an opportunity for further appeal as follows:
 - a) In the case of complaints 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. 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.

- b) In the case of complaints 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 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 Vice President with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the complaint to the Vice President and their response will be submitted to the Associate Vice President of Human Resources. The dean of students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

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>

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, 2003, <http://www.gapsc.com/Professionalpractices>

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), CD-ROM, DVD

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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TENTATIVE CLASS SCHEDULE

This class is 8 weeks in length

<u>Date</u>	<u>Assignment</u>	<u>Activity</u>
Week 1 8/23	<i>Assigned Readings</i>	Review Course Syllabus, Assignment, etc.
Week 2 8/30	<i>Assigned Readings</i>	Special Education/RtI and the School Counselor's Role
Week 3 9/6	<i>Guest Speaker</i>	Presenting Yourself as a Professional
Week 4 9/13	<i>Guest Speaker</i>	My 1 st Year as a School Counselor
Week 5 9/20	<i>Individual Students</i>	Resource Project Presentation
Week 6 9/27	<i>Individual Students</i>	Resource Project Presentation
Week 7 10/4	<i>Individual Students</i>	Resource Project Presentation & Portfolio Presentation
Week 8 10/11	<i>Individual Students</i>	Portfolio Presentation

LiveText Portfolio Binder & Presentation

- I. Include a Table of Content
- II. First Section
 - a. Introduction of Self
- III. Foundation System
 - a. Mission, Vision, etc.
 - b. Goals
 - c. Crosswalk Tool (if any)
- IV. Management System
- V. Delivery System
 - a. Most of your course assignments will go here (lesson plans, if you have photos during your Practicum/Internship include some, etc.)
- VI. Accountability System
 - a. Any Test or Assessments you have created or plan to use.