



Missouri State
UNIVERSITY

INTRODUCTION TO SCHOOL COUNSELING (COU 704)

INSTRUCTOR INFORMATION:

Instructor Name: Karrie Swan, PhD, LMHC (WA), LPC (ID), CCPT-T/S,
CPRT-T/S Tuesdays 5-7:50

Office Hours: Tuesdays 1:30-4:30; 12-2, Wednesdays 12:30-2:30; Also by appointment and available via Zoom during office hours.

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STUDENT SUCCESS AND INCLUSIVITY

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers.

Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & TransferCenter](#)

COUNSELING PROGRAM OBJECTIVES

Knowledge. Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).

Clinical Skills. Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.

Research and Appraisal. Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas (i.e., mental health or school counseling).

Professional Dispositions. Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself

and the use of self in the counseling process.

Specialty Areas. Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).

DEFINITION OF COUNSELING

Recently ACA and 28 other Counseling Organizations adopted the following definition: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

REFLECTIVE COUNSELING PRACTICE

The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

COURSE DESCRIPTION:

An introduction and overview of the foundational aspects of school counseling with a focus on the development, implementation, and evaluation of a comprehensive school counseling program in elementary and secondary schools (K-12). Includes an exploration of the leadership role of school counselors within the school setting at the elementary and secondary level (K-12).

METHODS OF INSTRUCTION:

This course is structured using a “flipped design” wherein content delivery is moved outside of the classroom, allowing for class time to be utilized actively. Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and supervision.

COURSE MATERIALS:

Required Texts:

American School Counseling Association (Author). *The ASCA National Model: A Framework for School Counseling Programs*, 4th Edition

Foxx, S. P., Baker, S.B., Gerler, E.R. (2016). *School counseling in the 21st century*, 6th edition.

Goodman Scott, E., Betters-Bubon, J., & Donahue, P. (2019). *The school counselor’s guide to multi-tiered systems of support*.

Zyromski, B. & Mariani, M.A. *Facilitating Evidence-Based, Data-Driven School Counseling: A Manual for Practice 1st Edition*. ISBN-13: 978-1506323114

Missouri Comprehensive School Counseling Program

<https://dese.mo.gov/media/pdf/missouri-comprehensive-school-counseling-program-manual>

Current Research Articles in Course:

Astramovich, R.L., Hoskins, W.J., Gutierrez, A.P., Bartlett, K.A. (2013). Identifying Role Diffusion in School Counseling. *Professional Counselor*, 3(3), 175-184.

McGill, R.J., Kennedy, K.S., Busse, R.T. (2016). Data-based decision making in school counseling: Utilizing multiple single-case indicators to evaluate interventions. *The Practitioner Scholar: Journal of Counseling and Professional Psychology*, 5(1), 104-121.

Sabella, R. (2010). Available upon request: The importance of making appointments. *Florida School Counselor*, 1-10.

MSU COUNSELING SYLLABUS MATRIX

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

School Counseling Specialty	CACREP Standard	Curriculum or Evaluation Outcomes
history and development of school counseling	5.G.1.a	Foxx et al. Ch. 1, Week 1 & 2
models of school counseling programs	5.G.1.b	Foxx et al. Ch. 1, Goodman-Scott et al. Ch. 1 & 2; Zyromski & Mariani Ch. 1 Addressed in weeks 1, 2, 3
models of school-based collaboration and consultation	5.G.1.d	Foxx et al. Ch. 5, 6, 7; Goodman-Scott et al. Chapters 8, 11 Astramovich et al. (2013). http://tpcjournal.nbcc.org/identifying-role-diffusion-in-school-counseling/ Webber (2006). https://www.counseling.org/resources/library/VISTAS/vistas_06_online-only/Webber.pdf Example Teaming for MTSS http://tmhs.tellurideschool.org/UserFiles/Servers/Server_4162201/File/JHubbard/MTSS.Building%20Level%20Teaming%20Structures.pdf Building Teaming https://www.livebinders.com/play/play?id=2278508 Addressed in Week 4
school counselor roles as leaders, advocates, and systems change	5.G.2.a	Foxx et al. Ch. 5, 6, & 7; Goodman-Scott et al. Ch. 8, & 11

agents in P-12 schools		<p>Astramovich et al. (2013). http://tpcjournal.nbcc.org/identifying-role-diffusion-in-school-counseling/</p> <p>Webber (2006). https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf</p> <p>Example Teaming for MTSS http://tmhs.tellurideschool.org/UserFiles/Servers/Server_4162201/File/JHubbard/MTSS.Building%20Level%20Teaming%20Structures.pdf</p> <p>Building Teaming https://www.livebinders.com/play/play?id=2278508</p> <p>Addressed in Week 4</p>
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b	<p>Foxx et al. Ch. 5, 6, & 7; Goodman-Scott et al. Ch. 8 & 11 Astramovich et al. (2013). http://tpcjournal.nbcc.org/identifying-role-diffusion-in-school-counseling/</p> <p>Webber (2006). https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf</p> <p>Example Teaming for MTSS http://tmhs.tellurideschool.org/UserFiles/Servers/Server_4162201/File/JHubbard/MTSS.Building%20Level%20Teaming%20Structures.pdf</p> <p>Building Teaming https://www.livebinders.com/play/play?id=2278508</p> <p>Addressed in Week 4</p>
school counselor roles in school leadership and multidisciplinary teams	5.G.2.d	<p>Foxx et al. Ch. 5, 6, & 7; Goodman-Scott et al. Ch. 8 & 11 Astramovich et al. (2013). http://tpcjournal.nbcc.org/identifying-role-diffusion-in-school-counseling/</p> <p>Webber (2006). https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf</p>

		<p>Example Teaming for MTSS http://tmhs.tellurideschool.org/UserFiles/Servers/Server_4162201/File/JHubbard/MTSS.Building%20Level%20Teaming%20Structures.pdf</p> <p>Building Teaming https://www.livebinders.com/play/play?id=2278508</p> <p>Addressed in Week 4</p>
<p>competencies to advocate for school counseling roles</p>	<p>5.G.2.f</p>	<p>Foxx et al. Ch. 5, 6, & 7; Goodman-Scott et al. Ch. 8 & 11 Atramovich et al. (2013). http://tpcjournal.nbcc.org/identifying-role-diffusion-in-school-counseling/</p> <p>Webber (2006). https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf</p> <p>Example Teaming for MTSS http://tmhs.tellurideschool.org/UserFiles/Servers/Server_4162201/File/JHubbard/MTSS.Building%20Level%20Teaming%20Structures.pdf</p> <p>Building Teaming https://www.livebinders.com/play/play?id=2278508</p> <p>Addressed in Week 4</p>
<p>qualities and styles of effective leadership in schools</p>	<p>5.G.2.j</p>	<p>Foxx et al. Ch. 5, 6, & 7; Goodman-Scott et al. Ch. 8 & 11</p> <p>Atramovich et al. (2013). http://tpcjournal.nbcc.org/identifying-role-diffusion-in-school-counseling/</p> <p>Webber (2006). https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf</p> <p>Example Teaming for MTSS http://tmhs.tellurideschool.org/UserFiles/Servers/Server_4162201/File/JHubbard/MTSS.Building%20Level%20Teaming%20Structures.pdf</p> <p>Building Teaming https://www.livebinders.com/play/play?id=2278508</p>

		Addressed in Week 4
professional organizations, preparation standards, and credentials relevant to the practice of school counseling	5.G.2.1	Addressed in Week 1
legislation and government policy relevant to school counseling	5.G.2.m	Addressed in Week 1
legal and ethical considerations specific to school counseling	5.G.2.n	Foxx et al. Ch. 4; Addressed in Week 2
development of school counseling program mission statements and objectives	5.G.3.a	CSCP Project
design and evaluation of school counseling programs	5.G.3.b	CSCP Project; CSCP Debate
core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	5.G.3.c	CSCP Project
interventions to promote academic development	5.G.3.d	<p>Goodman-Scott et al. Ch. 10</p> <p>IES Practice Guide: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/3 Math</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/2 College & Career</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/11 Dropout</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/24 504</p> <p>https://www.usd232.org/site/handlers/filedownload.ashx?moduleinstanceid=7304&dataid=7951&FileName=504-Handbook_USD_232.pdf</p> <p>Addressed in Week 14;</p> <p>Evidence-Based Tier 1/Tier 2 Paper</p>
techniques to foster collaboration and teamwork within schools	5.G.3.1	Foxx et al. Ch. 5, 6 & 7; Goodman-Scott et al. Ch. 8 & 11

		<p>Astramovich et al. (2013). http://tpcjournal.nbcc.org/identifying-role-diffusion-in-school-counseling/</p> <p>Webber (2006). https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf</p> <p>Example Teaming for MTSS http://tmhs.tellurideschool.org/UserFiles/Servers/Server_4162201/File/JHubbard/MTSS.Building%20Level%20Teaming%20Structures.pdf</p> <p>Building Teaming https://www.livebinders.com/play/play?id=2278508</p> <p>Addressed in Week 4</p>
strategies for implementing and coordinating peer intervention programs,	5.G.3.m	<p>What is Mentoring? https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/what-is-mentoring.html</p> <p>Mentoring Resources https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html https://www.mentoring.org/new-site/wp-content/uploads/2016/01/Final_Elements_Publication_Fourth.pdf</p> <p>Addressed in Week 10</p>
use of accountability data to inform decision making	5.G.3.n	CSCP Project
use of data to advocate for programs and students	5.G.3.o	CSCP Project

DESE Matrix Knowledge & Competency Area	DESE Matrix Descriptor(s)
A.1.b.i.	Program Implementation; Structural Components
A.1.d.ii.	Leadership and Advocacy; Leadership and Professionalism
A.1.e.i.	Ethical and Professional Conduct; Ethical Standards

A.1.e.iii.	Ethical and Professional Conduct; District and School Policies
A.1.e.iv.	Ethical and Professional Conduct; Legal Requirements

COURSE EXPECTATIONS

Attendance and Engagement Policy: I ask that you attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Unexcused absences, excessive excused absences as well as repeated tardiness or leaving class early, will result in lowering of your final course grade. Given the nature of this course, students who miss more than two classes will be dropped from the course and will be encouraged to take the course at its next offering. Everyone learns differently, and it is important to me to honor a variety of learning styles and ways of knowing. If you are unsure how you are engaging in the class, please set up a meeting with me and we can discuss perceptions. Engaged and contemplative engagement can be demonstrated by the following:

- verbal contributions in larger classroom discussion
- verbal contributions in small group discussions
- clear demonstration of course content knowledge in assignments
- introspection of course content
- voicing dissenting thoughts in a respectful way to course content
- asking questions/adding comments which indicate thoughtful reflection on material
- gaining and compiling resources outside of what is required for the course
- engaging in advocacy outside of course

Technology: The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local "hotspots" might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing HelpDesk@MissouriState.edu. You can also visit the [Help Desk website](#) for a live chat option.

Blackboard. We will utilize Blackboard throughout the semester. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be **uploaded in PDF format only**. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. **Blackboard Ally:** To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

Classroom Expectations for Students using Digital Learning Platforms: Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, “study area” works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

Digital Delivery Netiquette

- I. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
- II. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
- III. All participants should dress appropriately, as you would for class.
- IV. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
- v. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

Participation in Asynchronous and Synchronous Learning: Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student’s areas of confusion or the depth of the student’s understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some “ground rules” participation:

1. Breathe and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use “I” language and speak from your own experience.

4. Respect each person's right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don't mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for “Brave” space of mutual respect for each other's humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person's feelings, and do not mistake your feelings for “fact”; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

Student Engagement: Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

Expectations for Written Work . Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather than simply review the readings, so your preparation is critical. We will have guest speakers, watch films and have discussions or participation activities (graded) meant to build on the readings. If you don't understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced). All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom's revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don't hesitate to consult the Missouri State University writing lab and the “Bear Claw” in the library. For help with APA style: https://owl.purdue.edu/owl/purdue_owl.html

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](#)):

Key Performance Indicator Policy: A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school

counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

STUDENT OUTCOME TOOLS

Pop Quizzes (CACREP 2016 standards covered as part of this assignment: Each class meeting is designed based on the assumption that assigned reading will be completed before class. We will rarely discuss all materials in class, however, each reading or video is carefully selected to help you reach the learning outcomes stated at the beginning of the syllabus. Therefore, in this class, you will complete 5 pop quizzes to demonstrate that you have read the material assigned.

CSCP Research Debate (CACREP 2016 standards covered as part of this assignment: You will work in teams of 6 people per group. You will be given a controversial topic that will provide you with the opportunity to understand and apply your knowledge of comprehensive school counseling programs as well as the outcome research on CSCP's. There will be several issues and each team will be assigned a different side of the issue. You are to present the information to the class. Each team will have up to 15 minutes to present the issue and then you will have up to 7 minutes for a rebuttal. Each person must present during the debate.

Comprehensive School Counseling Program (CSCP) Project (KPI Assignment). (CACREP 2016 standards covered as part of this assignment: Each student is responsible for the construction of a comprehensive, developmental school counseling program. The project will include the design, organization, coordination, and evaluation of a data driven comprehensive school counseling program. The CSCP project must be created and displayed online via a website. Each student will present the completed project to the class

Tier 1/Tier 2 Paper (CACREP 2016 standards covered as part of this assignment: You will collaboratively develop Tier 1 and Tier 2 Interventions focused on a behavioral and academic improvement

- Select a school level
- Select a screening tool(s) for behaviors/academics
 - Refer to the ratings from the National Center for Response to Intervention
<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>
- Select a Tier 1 and Tier 2 intervention for the behavioral and academic issue.
- Describe how the interventions can be delivered to all students in the level (how much time in the instructional day) and how the curriculum can be used to differentiate learning experiences based on student need and cultural diversity. Specifically, discuss how you intend to differentiate instruction for an array of learners. How will you monitor progress in addition to universal screening? Are there within unit assessments, or do teachers or counselors need to develop common formative assessments? How will you know if students need supplemental instruction? How and when will you decide if they need Tier III or if they return to Tier I?

- What intensive programs do you recommend based on the above resources (can be same programs but just more individualized, more time, different teacher that is more experienced/highly trained, smaller group)? How will these programs be offered?
- How will you measure and insure acceptability and fidelity of interventions?

COURSE GRADING

Assignment	Total Points
Pop Quizzes	125
CSCP Debate	200
CSCP Project	400
Evidence-Based Tier 1 & 2 Paper	75
Total	700

GRADING SCALE

Final grades will be determined using the total points you earned during the semester:

93.00% or higher = A; 90.00% to 92.99% = A-; 87.00% to 89.99% = B+; 83.00%-86.99% = B; 80.00% to 82.99% = B-; 77.00% to 79.99% = C+; 73.00% to 76.99% = C; 70.00% to 72.99% = C-; 67.00% to 69.99% = D+; 60.00% to 66.99% = D; 59.99% or lower = F

UNIVERSITY POLICIES

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible. As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

COPYRIGHT AND RECORDING

Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND RELATED PROCEDURES:

In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link:

https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm

COPYRIGHT & FAIR USE STATEMENT

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a 'fair use' of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). In other cases, materials reflect the instructor's original intellectual work, including games, models and other educational tools. These have implied copyright whether previously published or not. If you wish to use any material from this course for purposes of your own that go beyond 'fair use', you must obtain expressed permission from the copyright owner.

DISABILITY ACCOMMODATION POLICY FOR STUDENTS

MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments. However, due to the design of a University course or program, students with disabilities may experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), MissouriState.edu/Disability.

On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, WPAACCESS@MissouriState.edu.

Requesting Accommodations

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online [request for accommodation form](#) and submit it. Students may also fill out a hardcopy form through the appropriate resource office.

COURSE CALENDAR: TOPICS, ASSIGNMENTS AND CACREP STANDARDS

Statement of Flexibility: Please note that the course calendar, my office hours, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur through the course announcements on Blackboard.

Week	Date	Topics	Material to Read and Watch Prior to Class	2016 CACREP Standards Addressed	Assignment Due
1		Course Overview Orientation to School Counseling: History, Organizations, Credentialing, Legislation, & Policy		5.G.1.a. history and development of school counseling; 5.G.2.l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling; 5.G.2.m. legislation and government policy relevant to school counseling	
2		Overview of comprehensive, developmental school counseling programs and ethical/legal responsibilities	Foxx et al. Ch. 1, 4	5.G.1.b. models of school counseling programs 5.G.2.n. legal and ethical considerations specific to school counseling	
3		Comprehensive School Counseling, RAMP & MTSS	Goodman-Scott et al. Ch. 1 & 2; Zyromski & Mariani Ch. 1	5.G.1.b. models of school counseling programs	
4		The School Counselor as Advocate, Leader, and Consultant	Foxx et al. Ch. 5, 6, 7; Goodman-Scott et al. Chapters 8, 11 Astramovich et al. (2013). http://tpcjournal.nbcc.org/identifying-role-diffusion-in-school-counseling/ Webber (2006). https://www.couns	5.G.1.d. models of school-based collaboration and consultation 5.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools; 5.G.2.b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies 5.G.2.d. school counselor roles in school leadership and multidisciplinary teams;	

			http://www.asha.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf Example Teaming for MTSS http://tmhs.tellurideschool.org/UserFiles/Servers/Server_4162201/File/JHubbard/MTSS.Building%20Level%20Teaming%20Structures.pdf Building Teaming https://www.livebinders.com/play/play?id=2278508	5.G.2.f. competencies to advocate for school counseling roles; 5.G.2.j. qualities and styles of effective leadership in schools; 5.G.3.1. techniques to foster collaboration and teamwork within schools	
5		Foundation: Use of Data, Mission/Vision, School Profile	Foxx et al. Ch.3 Zyromski & Mariani Ch. 2, 4; ASCA Section I Define	5.G.3.a. development of school counseling program mission statements and objectives; 5.G.3.b. design and evaluation of school counseling programs 5.G.3.o. use of data to advocate for programs and students	Vision/Mission/School Data Profile
6		Management (Advisory, Calendar, Agreement)	ASCA Section II Manage	5.G.3.b. design and evaluation of school counseling programs	Advisory, Calendar, Agreement
7		Management (Goals/Action Plans for Core Curriculum (Tier 1 & Tier 2))	Zyromski & Mariani Ch.3; Goodman-Scott et al. Ch. 9	5.G.3.b. design and evaluation of school counseling programs; 5.G.3.c.core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Core Curriculum and Small group action plans
8		Delivery/Deliver, Universal Prevention & SEL	Goodman-Scott et al. Chapters 3, 4, 5 ASCA Section III Deliver	5.G.3.b. design and evaluation of school counseling programs;	1 lesson plan 1 pre-post assessment

			<p>What is SEL? https://casel.org/what-is-sel/ https://casel.org/core-competencies/</p> <p>SEL Approaches https://casel.org/what-is-sel/approaches/</p> <p>Strategies SEL http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/stategies_SEL.pdf</p> <p>Assessing SEL http://www.nasbe.org/wp-content/uploads/Assessing-Social-Emotional-Learning_September-2016-Standard.pdf</p> <p>IES Practice Guide: Elementary Classroom Behavior https://ies.ed.gov/ncee/wwc/PracticeGuide/4</p> <p>Resources http://www.selresources.com/sel-resources/sel-assess-resources/ http://ccrc.tc.columbia.edu/images/a-list-of-non-cognitive-assessment-</p>	
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			instruments.pdf http://www.casel.org/wp-content/uploads/2016/06/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures.pdf		
9		Delivery EBP in Schools (Measuring Effectiveness)	Zyromski & Mariani Ch.5 EBP https://iris.peabody.vanderbilt.edu/module/ebp_02/ Single Case Design Article: https://libres.uncc.edu/jr/uncg/f/JS_Young_Single_2002.pdf	5.G.3.b. design and evaluation of school counseling programs	Logic Models Interventions for Delivery
10		Delivery/Deliver, Tier 2; Peer Mentoring	What is Mentoring? https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/what-is-mentoring.html	5.G.3.b. design and evaluation of school counseling programs; 5.G.3.m. strategies for implementing and coordinating peer intervention programs	

			<p>Mentoring Resources https://nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/resources-for-mentoring-programs.html https://www.mentoring.org/new-site/wp-content/uploads/2016/01/Final_Elements_Publication_Fourth.pdf</p>		
11		Delivery/Deliver, Tier 3	<p>Goodman-Scott et al. Ch. 6</p> <p>Ervin. R. (n.d). http://www.rtinetwork.org/essential/tieredinstruction/tier3/consideringtier3</p> <p>Resources: https://www.livebinders.com/play/play?id=2289153</p>	5.G.3.b. design and evaluation of school counseling programs	Tier 1 & 2 Paper
12		Accountability	Zyromski & Mariani Ch. 6 & 7; ASCA Section IV Assess	5.G.3.b. design and evaluation of school counseling programs; 5.G.3.n. use of accountability data to inform decision making; 5.G.3.o. use of data to advocate for programs and students	Results Charts and Logic Models
13			None	5.G.3.b. design and evaluation of school counseling programs	CSCP Debate

14		Academic Development, Interventions & 504 Plans	<p>Goodman-Scott et al. Chapter 10</p> <p>IES Practice Guide: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/3</p> <p>Math</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/2</p> <p>College & Career</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/11</p> <p>Dropout</p> <p>https://ies.ed.gov/ncee/wwc/PracticeGuide/24</p> <p>504</p> <p>https://www.usd232.org/site/handlers/filedownload.ashx?moduleinstanceid=7304&dataid=7951&FileName=504-Handbook_USD_232.pdf</p>	5.G.3.d. interventions to promote academic development	
15		CSCP Presentations	None	5.G.3.b. design and evaluation of school counseling programs	CSCP Presentations
16		CSCP Presentations	None	5.G.3.b. design and evaluation of school counseling programs	CSCP Presentations