

EVANGEL

U N I V E R S I T Y

A CHRISTIAN LEARNING-CENTERED UNIVERSITY

Graduate Counseling Program

COU 509 School Counseling Foundations 3 Credits

University Mission

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Counseling Program Mission Statement:

The Evangel University Counseling Program trains graduate students to become professional counselors who integrate their Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

Bible Verse *Trust in the Lord with all your heart, and do not rely on your own understanding; think about Him in all your ways and He will guide you on the right paths. Proverbs 3: 5-6 (HCSB)*

Teaching Philosophy and Methods: The content of the course will include the didactic information gleaned from reading and discussion and the assignments which are clearly defined in the assignment handout. The method of class instruction will be group discussion, experiential exercises, collaborative learning, research and creatively applying knowledge to the work of a school counselor. This is a seated course with some assignments through a discussion forum in CANVAS

Course Catalogue Description: This course is an overview of the field of school counseling and the integral part it plays in the school curriculum. This course will examine the historical development of school counseling, the basic principles and functions of school counseling services and its relationship to the instructional program. Inherent in this study will be the underlying philosophical, psychological, and sociological principles undergirding school counseling theory in alignment with the standards of the American School Counseling Association (ASCA) and the Missouri School Counseling Association (MSCA).

Course Purpose: The purpose of this course is to lay the foundation upon which the student will build a career as a school counselor. In this course the student will be introduced to the many responsibilities and expectations of a school counselor.

Required Text(s):

American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs*, Third Edition. Alexandria, VA: Author.

M= Missouri Comprehensive Guidance Program Manual (download and print at the Missouri Center for Career Education Guidance e-Learning Center
<http://missouricareereducation.org/index.php?view=project&project=guidemanual>

Course Objectives:				
2016 CACREP STANDARD	MoSPE Key 1:1= Standard Quality Indicator	OBJECTIVE	LEARNING EXPERIENCE	ASSESSMENT
5.G.1.a 2.F.1.a	1:B	Apply an understanding and appreciation of the historical development of guidance and the parameters for implementing a school counseling program following the standards of the Missouri Comprehensive School Counseling Program and the American School Counseling Association	Research, online video, reading, online discussion, scavenger hunt	Summary and reflection
5.G.1.b	1:A 1:B	Discuss the philosophical, psychological, and sociological principles of school counseling development.	Lecture, classroom discussion	Summary and reflection
5.G.2.m 5.G.2.n 5.G.2.b	1:C 1:B	Investigate the codes of ethics	Guest speaker (collaborative event with MSU)	Summary and reflection

COU 509 School Counseling Foundations

		governing counselors and how those codes are applicable to school counseling. Investigate the laws, procedures and requirements for reporting child abuse and neglect as a mandated reporter.	and other EU departments), research, class discussion	
5.G.2.c	1:B	Apply one's understanding of the role of a school counselor in both the Missouri and ASCA models of school counseling in relation to college and career readiness.	Lecture and classroom discussion	Exam
5.G.3.n 5.G.3.o	1:B 6:A	Apply one's understanding of the role of a school counselor in both the Missouri and ASCA models of school counseling in relation to the use of data for accountability in decision making and to advocate	Reading text and discussion	Discussion board in CANVAS

COU 509 School Counseling Foundations

		for programs and students		
<p>5.G.1.b 5.G.2.a 5.G.2.b 5.G.2.f</p>	<p>1:B</p>	<p>Develop an understanding of current models of school counseling programs including the American School Counselor Association (ASCA) National Model and their integral relationship to the total educational program, including the needed competencies to advocate for school counseling roles.</p>	<p>Reading text</p>	<p>Discussion board in CANVAS</p>
<p>5.G.1.d 5.G.2.j</p>	<p>1:C</p>	<p>Investigate the optimal qualities or characteristics of a school counselor--both personally and professionally, including self-evaluation of dispositions</p>	<p>Lecture, demonstration, and discussion.</p>	<p>Exam</p>
<p>2.F.1.h</p>	<p>1:B</p>	<p>Demonstrate an understanding of current labor market information relevant to opportunities for</p>	<p>Guest Speaker and online research</p>	<p>Online discussion</p>

COU 509 School Counseling Foundations

		practice within the counseling profession		
5.G.1.d	1:B 1:C 6:A	Demonstrate an understanding of the counselor's roles and responsibilities as members of interdisciplinary community outreach and emergency response teams.	Research, reading	Summary and reflection
2.F.5.c	1:C 6:A	Compile a list of counseling services and agency or community resources outside the school setting, and develop an understanding of interagency and inter-organizational collaboration and consultation.	Research, reading, discussion; tour of local resource center	Online demonstration of results and application
2.G.2.e	1:B	Develop an understanding of the role and responsibility of the school counselor in relation to the school emergency	Interview of school counselor(s) and research	Summary and Reflection both oral and in discussion board

COU 509 School Counseling Foundations

		management plans including crises, disasters and trauma.		
5.G.2.1	1:B	Demonstrate familiarity and understanding of professional counseling organizations, including preparation standards and credentials relevant to the practice of school counseling.	Lecture and research	Summary and reflection
2.F.1.g	1:B	Conceptualize the professional counseling credentialing process including certification and licensure.	Lecture and research	Classroom feedback
	1:B 1:C	Conceptualize how the school counselor practitioner will appropriately integrate his or her faith and values while working in the school setting.	Classroom discussion	Exam and classroom feedback

Grading Scale:

A*	94 -100%	B-	80 – 82%
A-	90 – 93%	C+	77 – 79%
B+	87 - 89%	C	73 - 76%
B	83 – 86%	F	Less than 73%

***An “A” grade will only be awarded to individuals who earn 94% of total points available plus no more than a single absence.**

Course Assignments: Please see assignment details at the end of the syllabus or Course Commons		
Assignment	Points	% of Grade
History of Counseling	25	3.6%
Comprehensive Counseling discussion	25	3.6 %
Foundations: Model Themes	35	5.1 %
Writing Recommendations	40	6.6 %
Management discussion	35	5.1 %
Mandated Reporter discussion	10	0.14 %
Ethical Standards discussion	13	0.19%
Delivery discussion	35	5.1 %
Shadowing Report	50	7.3 %
Accountability discussion	35	5.1 %
Resources/MSCA attendance	30	4.3 %
Book Analysis/Review	35	5.1 %
Annotated Bibliography	100	14.6 %
Research on Groups	15	2.1 %
Final Exam	100	14.6 %
Participation & Attendance*	105	15.3 %
Total Points	683	100%

Participation and Attendance--As a graduate student you are expected to place a very high importance on the learning that occurs both in seated and online class meetings. The 105 points represent 5 points per seated week. You gain those points by both being present for the entire class period, fully engaged (no electronic device interference with your concentration) and participating actively in discussions and assignments with enthusiasm exemplary of what you will need as a successful school counselor. If you are absent, you lose those 5 points regardless of the reason. If there are extenuating circumstances, please discuss your situation with the instructor.*

COU 509 School Counseling Foundations

Tentative Course Schedule:					
<i>Date</i>	<i>Lecture/ Activity</i>	<i>Reading</i>	<i>Assignments</i>	<i>Due Date</i>	<i>CACREP Standard(s)</i>
Week 1	Seated Class: Orientation				
Week 2	Seated Class: Orientation continued				5.G.1.d 5.G.2.j
Week 2	Seated Class: History of Counseling	pp vii-ix	Discussion Responses	11:59 PM, 09/3	5.G.1.a 2.F.1.a
Week 3	No Class: Labor Day				
Week 3	Seated Class: Comprehensive Counseling Introduction	pp xii-10 & dese website	In-class research		2.G.1.b
Week 4	Seated Class: Comprehensive Counseling Lesson sharing	pp xii-10	In-class sharing & presentation	9/11 in class and discussion board	2.G.1.b
Week 4	Seated: Counseling Department Information Guest speaker				2.G.2.1
Week 5	10 PM Online: Foundation: Model Themes	pp 11-40	Discussion & Responses	11:59 PM 9/18 & 9/20	5.G.1.b
Week 5	10 PM Online: Management	pp 40-81	Discussion & Responses	11:59 PM 9/20 & 9/22	5.G.3.n 5.G.3.o
Week 6	Seated: Licensure and Counseling 101 information		Class discussion		2.F.1.g 5.G.2.1
Week 6	Writing letters of recommendations (letter due prior to class time both printed and in CANVAS)	ASCA website research	Research & create a letter of recommendation	9/27 in class	5.G.2.c
Week 7	5:00-8:00 PM TR 101 Mandated Reporter Training	Guest Speakers	Required attendance and online discussion	5-8 PM 10/2 and 10PM, 10/04 discussion	5.G.2.m 5.G.2.n 5.G.2.b

COU 509 School Counseling Foundations

Week 7	11:59 PM Online in CANVAS discussion of Mandated Reporter Training		Online discussion	10/4 10 PM	5.G.2.m 5.G.2.n 5.G.2.b
Week 8	Ethics-Prior preparation required. Online post prior to class time.	Ethical Standards ASCA, ACA and NBCC	Research, classroom collaboration	10/9 in class	5.G.2.m 5.G.2.n 5.G.2.b
Week 8	Crisis and emergency responses and the school counselor		Research and Discussion	6:45 PM 10/11	5.G.1.d 2.G.2.e
Week 9	No class: Fall Break				
Week 9	Careers and the school counselor	Dese website	Research, Collaboration & Discussion		5.G.2.c 2.F.1.h
Week 10	10 PM Online discussion: Delivery	pp 83-98	Discussion & Responses	10PM, 10/23 & 10/25	5.G.1.b 5.G.2.a 5.G.2.b 5.G.2.f
Week 10	Seated: Shadowing Report-submit written document prior to class time; prepare to share experience with class	Area school counselors	Presentation in class & online Responses	10PM, 10/27	5.G.1.b 5.G.2.a 5.G.2.b 5.G.2.f 2.G.2.e
Week 11	11:59 PM Online discussion: Accountability	pp 99-125	Discussion Responses	10PM, 11/1	5.G.3.n 5.G.3.o
Week 11	Seated: Lesson on bullying	Online research	Collaborative sharing		5.G.2.m 5.G.2.n 5.G.2.b
Week 12	Attend MSCA or alternative online assignment on resources	Resource research	Online discussion and response	10PM, 11/6 discussion and 11/8 responses	2.F.5.c

Week 12	Multicultural awareness: Tour Hand in Hand Multicultural Center		Tour and discussion		2.F.5.c
Week 13	Seated: Book Analysis/Review-submit written copy to CANVAS prior to class time	Book relating to counseling	Classroom sharing & online discussion	10 PM 11/15	
Week 13	Seated: Grant Writing: Guest Speaker		Guest speaker		2.F.5.c
Week 14	Seated: Annotated Bibliography-submit written copy to CANVAS prior to class time	Literature research	Classroom presentation and online discussion	10PM, 11/22 discussion due	5.G.1.d 5.G.2.j
Week 14	No Class: Thanksgiving Holiday		Response to Responses	10PM, 11/26	
Week 15	Seated: Lesson on Groups	dese.mo.gov	Class activities & discussion		5.G.3.n 5.G.3.o
Week 15	Seated: Groups continued		In-class group		
Week 16	Seated: Termination activities				
Week 16	10 PM Online: Final Exam document due in CANVAS				5.G.1.d 5.G.2.j

EU Academic and Counseling Program Policies

Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else's work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be

reported to the Academic Affairs and the Student Development divisions. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal. Please see the Graduate Studies catalog:

<http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets twice a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time. Students missing more than 3 classes will be dropped from the class. Students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons will be given the opportunity to complete missed assignments or the equivalent. Students who miss class for other reasons may only make up work at the discretion of the individual instructor as stated in the course syllabus. Regardless of the reason for an absence, attendance/participation points will be forfeited.

Disability Accommodations

Evangel University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must set up academic accommodations through Academic Support in the Center for Student Success. Contact Stephen Houseknecht, Director of Academic Support, 1111 N. Glenstone Ave, Springfield, MO, 65802, (417) 865-2815 ext. 8271 or email: houseknechts@evangel.edu. Students are required to provide documentation of disability to Academic Support prior to receiving accommodations.

Note: If you have a disability, *it is your obligation to notify me* before the end of the first week of classes. If I do not hear from you, I assume you do not need any special consideration. See the following for more information: <http://web.evangel.edu/community/?p=ASC&i=1437&t=>.

Policy Regarding Electronic Devices In Class

The use of electronic devices in the classroom is intended to enhance the learning experience for you and your classmates. Any use of technology that substantially degrades the learning environment, distracts you and/or your classmates, promotes dishonesty or illegal activities is prohibited. Be sensitive to this temptation to mentally leave the class using your device. It is recommended that cellular phones be silenced during class. Video recording of any classroom discussions or activities is inappropriate.

Statement Regarding Risks and Benefits of Counselor Education

Pursuing a graduate education in clinical mental health counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it to the student's attention. Students may be advised in one or more of the following directions:

- Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
- Take a leave of absence from the program, with conditions specified by the program.
- Follow a remediation plan that may include additional coursework or supervisory experiences.
- Withdraw from the program.

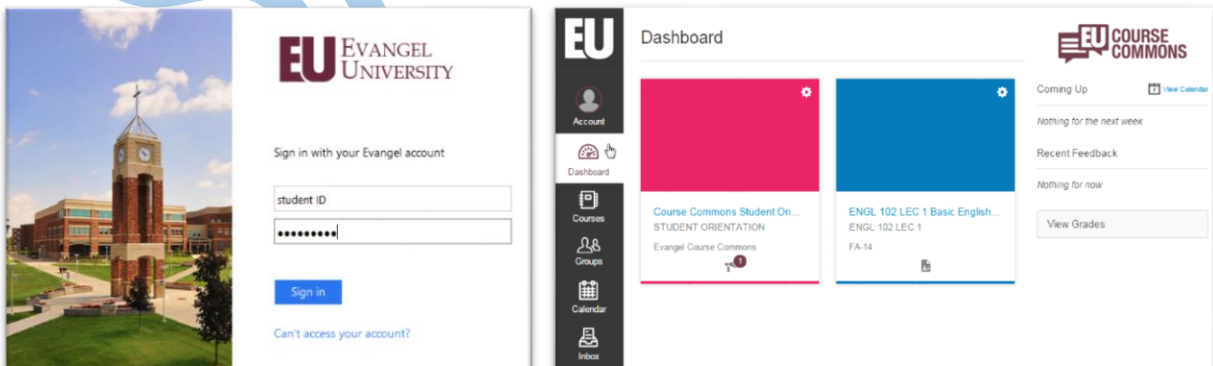
The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the clinical mental health program will be at the sole discretion of the program personnel and will be made with the utmost care and student's best interest in mind.

Students have the right to appeal any decision under the Student Handbook procedures.

Course Commons

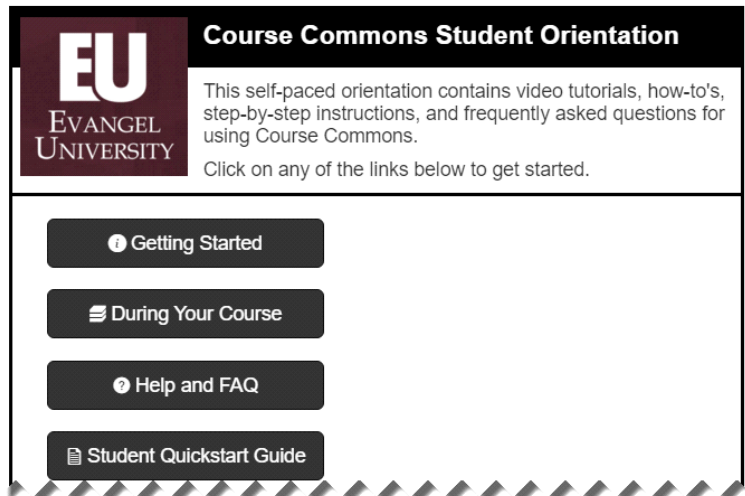
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.

Use your Evangel username and password to login.



Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

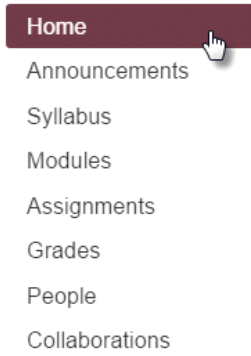
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

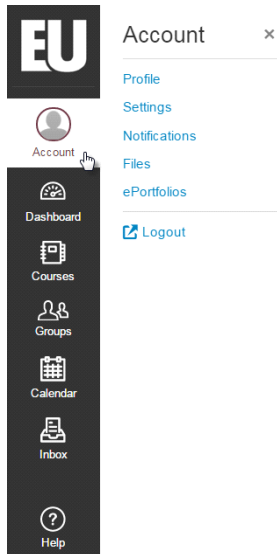


You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons



Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

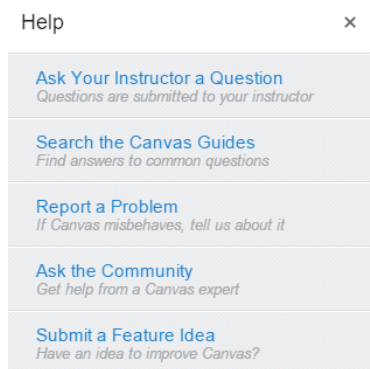
The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).



How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.

Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course?

Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

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