**Wayland Mission Statement**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Contact Information**

**Course**

: CNSL 5321 VC01 – Introduction to School Counseling

**Campus**

: WBU online

**Term/Session**

**:** Fall 2 2022

**Instructor**

**:** Dr. Tom Thomson

**Office Phone Number**

**:** 806-773-3264 (This is my cell number.  You may text this number and I will respond as soon as possible).

**WBU Email Address**

**:** thomas.thomson@wayland.wbu.edu

**Office Hours, Building, and Location**

**:** Online

**Class Meeting Time and Location**

**:** Online

**Textbook Information**

**Required Textbook(s) and/or Required Materials**

**:**Erford, Bradley T. **Transforming the School Counseling Profession.** Pearson, 2019. 5th Edition. ISBN: 9780134610597.

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Optional Materials**

**:**

**ASCA National Model: A Framework for School Counseling Programs.** American School Counselor Association.4th Edition, 2019. ISBN: 978-1-929289-59-2.

**The Texas Model for Comprehensive School Counseling Programs.** Texas Counseling Association. 5th Edition, 2018. ISBN: 978-1-73200-030-8.

The **Texas Model** may be downloaded from the internet.

**Course Information**

**Catalog Description**

**:** This course is designed to equip participants with the skills and knowledge to develop, implement, manage, and assess components of comprehensive, developmental school counseling program.

**There is no prerequisite for this course**.

**Course Outcome Competencies**

**:**  Upon completion of this course, students will be able to:

* Identify current trends in school counseling and educational reform by tracing the philosophy and history of school counseling
* Demonstrate an understanding of the role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
* Demonstrate an understanding of the relationship of the school counseling program to the academic and student series program in the school
* Recognize and respond to ethical and legal concerns applicable to the practice of school counseling
* Demonstrate an understanding of coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and the achievement of all students
* Plan and demonstrate activities that are relevant to the needs of students in a diverse school population, including demonstration of an understanding of the responsibilities inherent in serving the needs of exceptional children
* Demonstrate understanding of the Texas Model Guide for Comprehensive School Counseling Programs by being able to develop and administer a comprehensive developmental school counseling program
* Use systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence students and affect each system
* Demonstrate knowledge and the ability to apply current and emerging technologies in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices

**Attendance Requirements**

WBU Online

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**University Policies**

**Statement on Plagiarism and Academic Dishonesty**

**:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**

**:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, trifilot@wbu.edu or call (806) 291-3745.

**Student Grade Appeals**

**:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

WBU Catalog

**Course Requirements and Grading Criteria**

**Online discussions (100 points)**

Students will complete online discussions each week. Students are expected to check the online class at least three to four times each week and complete weekly assignments. These will include weekly reading assignments and discussion board posts.  Students should make their discussion post and comment on two other discussion posts each week.  Initial posts are due by Friday evening and responses to two other students are due by Sunday evening.This averages out to be about 8-10 hours per week of online activities, as well as navigating and conducting research over the web.

**Retired School Counselor Interview (100 points)**

Each student will interview a retired school counselor (or one who is still employed as a school counselor if you cannot locate one who is retired).  Based on your interview, students will write a paper of 4-6 pages.  More information will be provided through Blackboard

**Midterm Exam (100 pts)**

The midterm is an open book exam and will cover the learning blocks of materials from **Transforming the School Counseling Profession,** Chapters 1-10

**Final Exam (100 pts)**

The final is an open book exam and will cover major learning blocks of materials from **Transforming the School Counseling Profession,** Chapters 11-17

**Course Outline and Grading Structure:**

Weekly online discussion board assignments 100 pts

Retired School Counselor Interview Report 100 pts

Midterm Examination 100 pts

Final Examination 100 pts

Total Possible Point 400 pts

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

**Tentative Schedule**

**CNSL 5321 Intro to School Counseling Calendar Fall 2 2022**

| **Week** | **Reading** | **Assignment** |
| --- | --- | --- |
| **Week 1****October 10-16** | **Transforming the School Counseling Profession****Chapter 1 Becoming a Professional School Counselor****Chapter 2 The ASCA National Model** | **Discussion Board** |
| **Week 2****October 17-23** | **Chapter 3 Transformational Thinking in Today’s Schools****Chapter 4 Systemic, Data-Driven School Counseling Practice and Programming for Equity****Chapter 5 Accountability:  Assessing Needs Determining Outcomes, and Evaluating Programs** | **Discussion Board** |
| **Week 3****October 24-30** | **Chapter 6 Outcome Research on Evidence-Based School Counseling Interventions and Programs****Chapter 7 Ethical, Legal, and Professional Issues in School Counseling** | **Discussion Board** |
| **Week 4****October 31 to November 6** | **Chapter 8 Culturally Competent School Counselors: Affirming Diversity by Challenging Oppression****Chapter 9 Leadership and Advocacy for Every Student’s Achievement and Opportunity****Chapter 10 Implementing the Developmental School Counseling Core Curriculum in the Classroom** | **Discussion Board** |
| **November 3-6** | **Midterm Examination** | **Midterm** |
| **Week 5****November 7-13** | **Chapter 11 Academic K-12 Development and Planning for College and Career Readiness****Chapter 12 Promoting Career and Individual Planning in Schools****Chapter 13 Counseling Individuals and Groups in School** | **Discussion Board** |
| **Week 6****November 14-20** | **Chapter 15 Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems****Chapter 16 The Professional School Counselor and Students with Disabilities****Chapter 17 Helping Students with Mental and Emotional Disorders** | **Discussion Board** |
| **November 21-27** | **Thanksgiving Break** | **Break** |
| **Week 7****November 28-December 4** | ***The Texas Model for Comprehensive School Counseling Programs*****Introduction****Section I: Responsibilities of a School Counselor and Other Staff in Comprehensive School Counseling Programs****Section II: Program Implementation Cycle** | **Discussion Board** |
| **Week 8****December 5-10** | **Section III: Foundational Components****Section IV: Four Service Delivery Components****Interview Paper is due by December 9** | **Discussion Board****Paper Due** |
| **December 5-10** | **Final Examination** | **Final** |