**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**

: WBUonline

**Term/Session**

**:** Summer 2024

**Instructor**

**:** Dr. Pamela Nelson-Ray

**Office Phone Number**

**:** 806-742-9519

**WBU Email Address**

**:** rayp@wbu.edu

**Office Hours, Building, and Location**

**:** <<Ex. Office Hours M 10-1; W 1-4; others by appointment call 806-781-5427 (cell)

**Class Meeting Time and Location**

**:** WBU Online

**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**.

**Textbook Information**

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

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**:** Edford, Bradley T. (2019) Transforming the school counseling profession, 5th ed. Perason: NY:NY ISBN 97980134610597

American School Counselor Association (2019) The ASCA national model: A framework for school counseling programs, 4th 3e. Alexandria VA: Author. ISBN: 978-1-929289-61-5

*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**

**:** ACA Code of Ethics ; ASCA Ethical Standards for School Counselors, and the (Texas LPC Code of Ethics from Title 22, Texas Administrative Code, Chapter 681, Subchapter C

**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**

WBUonline

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**

[Link to Statement on Academic Integrity](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf)

**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 Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. 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. Rick Hammer, [hammerr@wbu.edu](mailto:hammerr@wbu.edu) or call (806) 292-9150.

**Course Requirements and Grading Criteria**

1. **Self-Directed Reading** – completion of assigned reading before each class. **Weekly Reading Quizzes each over material ( 200 pts)**
2. **The Role of the School Counselor (100 pts):** Write a 2 – 3 page summation of your perception of the role of the school counselor. You may use the textbook and both the Texas model and the ASCA model.
3. **Referral Resource List (125 pts):** Select a school district in which you might have an interest in applying for a counselor’s positon or send your children to attend school. Survey at least 10 possible referral resources to which a school counselor for that school district might refer students or their parents. Categorize the resources with your own system that would help you find the information quickly. In each category, list the title of the organization or institution, major services provided, service fee, and contact information.
4. **Wellness Plan (25 pts):** Provide specific ways of how you intend to take care of yourself physically, mentally/emotionally/spiritually, socially, and educationally while working as a school counselor.
5. **Guidance Lesson (150 pts):** Develop one guidance lesson. Examples of topics my include: gang and violence prevention, bully/cyber bullying prevention, college readiness, substance use and abuse, self-esteem, etc.
6. **Professional School Counselor Interview (100 pts):** Interview a school counselor. Find out the joys and difficulties /obstacles the counselor encounters in his/her work. A template of questions will be provided.
7. **Mid-term and Final exams -150 pts each**

A = 1000- 900 pts

B = 899 -800 pts

C = 799 – 700 pts.

D = 699 – 600 pts.

F = below 600 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.

**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.

**Tentative Schedule**

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| **DATE/Module** | **Topic** | **Readings/Assignments** |
| **Week 1** | Introduction  Explore the role of professional school counselors: History, professional identity, current trends | Chapters 1 & 2 |
| **Week 2** | Comprehensive school counseling programs: Texas Model and ASCA Model | Chapters 1, 2, & 3  The Role of the School Counselor Due |
| **Week 3** | 1. Systematic, Data-Driven School Counseling Practice and Programming for Equity 2. Accountability: Developing plans and calendars to implement, monitor and assess school counseling | Chapters 4 & 5 |
| **Week 4** | 1. Legal and ethical issues in school counseling 2. Current issues, policies, laws, and legislation relevant to school counseling 3. Culturally competent School Counselors: Affirming Diversity by Challenging Oppression | Chapter 7 & 8  Mid Term Exam  Referral Resource List |
| **Week 5** | Diversity and advocacy in school counseling  Developmental classroom guidance | Chapter 9 & 10  Wellness Plan Due |
| **Week 6** | Academic development and planning for college and career readiness; promoting career planning in schools | Chapter 11 & 12  Guidance Lesson Due |
| **Week 7** | Counseling individuals and groups in schools  Consultation, collaboration, and encouraging parent involvement | Chapter 13 & 14  Professional School Counselor Interview Due |
| **Week 8** | Counseling individuals and groups in schools   1. Approaches to counseling students with and specialized problems. 2. Working with students with disabilities 3. Helping students with mental and emotional disorders | Chapters 15, 16, & 17  Final |

**Additional Information**