

**GRADUATE COUNCIL
COURSE CHANGE PROPOSAL**

Please submit the typed original with all required signatures to the Graduate Council

Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: Principles of Guidance and Counseling

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Existing Banner Abbreviation: Principles-Guidance and Course

Proposed Banner Abbreviation: Principles- School Counseling

Faculty member(s) who revised the course: Megan Krell

Contact Person: Megan Krell

Graduate Program Proposing Change: Counseling

Nature of course revision:

- | | |
|--|--|
| <input type="checkbox"/> Course Level | <input type="checkbox"/> Change in additional requirements |
| <input type="checkbox"/> Course Credits | <input checked="" type="checkbox"/> Course Title |
| <input type="checkbox"/> Course Prerequisites | <input type="checkbox"/> Description |
| <input type="checkbox"/> Other (please specify): _____ | |

Course Revision Details (Please provide current and proposed version of changes):

Change the course title from "Principles of Guidance and Counseling" to "Principles of School Counseling."

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Rationale and expected outcomes for the course change:

All other courses, as well as the program title, have moved over to using the terminology "school counseling," as opposed to the outdated term "guidance counseling." This change in course title is reflective of the current terminology in the field, as well as the recent change in Massachusetts licensure to "school counselor." It is appropriate for this course title to reflect the current field terminology.

Is this an Extended Campus course? ☐ Yes ☐ No

Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒ Course Syllabus is Attached

☒ Reviewed by Dean: Barricelli & Hicks

Print Form

Required Signatures—Graduate and Continuing Education Course Change Approval

Course Change Initiator: Megan Kell Date: _____

Department Chair: Chris L. Shen Date: 2/26/18

Graduate Council Chair: Anne M. Woodard Date: 3-6-18
(Indicates Graduate Council approval)

President: Nicholas S. Lapina Date: 3/28/18

Counseling 8200
Principles of School Counseling (3 credits)
Fall 2017



Fitchburg State University
Department of Behavioral Sciences Graduate Program in Counseling

The instructor reserves the right to change the syllabus. Any changes to the syllabus will be announced in class.

Instructor: Rebecca C. Spencer, M.S., C.A.G.S.
Office: None

Department: Behavioral Sciences
Email: rspence3@fitchburgstate.edu

Phone: (978) 665-3241, Behavioral Sciences Department
Office Hours: 30 minutes before class - 30 minutes after class

Class Times and Location: M 5-7:30 McKay 205

Readings (Required):

American School Counselor Association, (2012). *The ASCA national model: A framework for school counseling programs*, 3rd ed. Alexandria, VA: Author

Bishop, C.B. and Dahir, C., (2016). *The Transformed Counselor*, 3rd ed. Boston, MA.

Additional Recommended Readings:

Fitchburg State University Teacher Preparation Programs (2012). *Conceptual framework*. Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/offices/academic-offices/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

Official Course Description:

"This course addresses the roles, activities, and problems of school counselors. Counselor relations with parents, students, teachers, administrators, and with other professionals in the pupil services field are examined. Techniques for effectively reaching and serving target populations in a school setting are explored." (from FSU Catalog).

COUN 8200 Principles of School Counseling

This course addresses the following aspects of the Professional Standards for Teachers (PST) as per 603 CMR 7.08 (2) and (3) at the following levels of preparation:

Introduction Level:

- 1a. Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
- 2a. Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- 2e. Social and Emotional Learning Indicator: Employs a variety of strategies to assist students to develop social emotional-competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- 2f. Classroom Management Indicator: Employs a variety of classroom management strategies, and establishes and maintains effective routines and procedures that promote positive student behavior.
- 3a. Engagement indicator: Welcomes and encourages every family to become active participants in the classroom and school community.
- 3b. Collaboration indicator: Collaborates with families and communities to create and implement strategies for supporting student learning and development both at home and at school
- 3c. Communication indicator: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.
- 3 SEI Indicator e. Collaborates with families, recognizing the significance of native language and culture to create and implement strategies for supporting student learning and development both at home and at school.
- 4c. Collaboration indicator: Collaborates effectively with colleagues on a wide range of tasks.

This course addresses the following School Counselor Role-specific Indicators at the following levels of coverage:

Introductory Level:

- I-D-1. Systematic Planning and Delivery. Strategic Planning for Systemic Delivery.
- I-D-2. Systematic Planning and Delivery. School Counseling Curriculum
- I-D-3. Systematic Planning and Delivery. Coherent Delivery.
- II-E-5. Student Services. Responsive Services

This course addresses the following aspects of the ESE Professional Support School Counselor Initial Licensure Competencies as per 603 CMR 7.11 at the following levels of coverage:

Moderate:

- n. College counseling and use of college and other post-secondary resource materials (5-12).

High:

- d. Understanding of the diagnosis and treatment of learning and behavior disorders.

- g. Philosophy, principles and practices in school guidance counseling.
- j. Resources within the school system or the community for referral.
- m. Development of skills for consultation with parents, teachers, and administrators.

Course Objectives:

This class is designed for school guidance counseling candidates. This course addresses the role, activities, and problems facing school counselors as they go about their daily activities within the school setting. This course will focus on the importance of the relationships developed and nurtured between the school counselor, parents, students, teachers, administrators, and with other professionals. Students will become familiar with school counseling standards as outlined by the American School Counselor Association. Students will familiarize themselves with the daily activities of a school counselor and develop skills for coping with the daily challenges of this profession. Students will increase their own self-awareness of strengths, weaknesses, and personal talents. Students will discover and express their passion for embarking on this multi-faceted, important, fulfilling career.

The Reflective Educator:

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experience in this course you will appraise:

1. The referral process for children and adolescents who need specialized help.
2. Coordination of efforts with resource personnel and specialists within the community.
3. Integrate a comprehensive developmental model of school counseling.
4. Methods of planning and presenting a developmental model of school counseling and related educational programs for school personnel and parents.
5. Implement and evaluate the specific strategies and interventions, designed to meet the goals and objectives of optimal child development.
6. Learn to prepare a counseling schedule, reflecting appropriate time commitments and priorities within a developmental school-counseling program.
7. Develop group guidance interventions that are systematically designed to assist children and adolescents with developmentally appropriate tasks.
8. Implementing methods of embracing and enhancing teamwork within the school community.
9. Develop methods for implementing consultation with parents, teachers, administrators, support staff and community agencies.
10. Understanding the diagnosis and treatment of learning and behavioral disorders.
11. Understanding the philosophy, principles, practices of comprehensive developmental guidance programs.

Skill: As a result of this learning experience you will become better able to:

1. Make referrals for children and adolescents who need specialized help.
2. Develop the skills necessary to ask questions and become a case manager for students in need of service; who are unable to advocate or coordinate efforts when needed.
3. Integrate a comprehensive developmental guidance program within the total school curriculum.
4. Plan and present developmentally appropriate guidance related educational programs for school personnel and parents.

5. Implement and evaluate specific strategies designed to meet the goals and objectives for optimal child development.
6. Make a counseling schedule reflective of appropriate time commitments, ratios, and priorities as shown in the developmental school counseling models.
7. Produce group guidance activities systematically designed to assist children and adolescents with developmentally appropriate tasks.
8. Implement methods of enhancing teamwork within the school community.
9. Implement methods of consulting with parents, teachers, administrators, support staff, and community agency personnel.
10. Implement the philosophy, principles and practices of a comprehensive developmental guidance program over an extended period of time.

Caring: As a result of the learning experiences in this course, you will become more competent in your ability to:

1. Actively maneuver within the school setting in a way that is beneficial for students, teachers, administrators, and parents.
2. Collect relevant data based on the needs of children and adolescents to be used in consultation to plan for realistic interventions.
3. Create counseling environment that is safe for all clients.
4. Create an atmosphere where students will be heard no matter what the crisis or difficulty.
5. Become the "heart" of the school.

Ethical: As a result of the learning experiences in this course, you will become more competent in your ability to understand and to use the ethical standards for school counselors based on ASCA ethical standards.

Instructional Strategies:

The learning strategies for this course include lecture, discussion, and role-playing. Students will be asked to examine their own opinions of approaching the daily activities of school counseling and to share them in class.

Technology Initiatives:

Students will utilize technology as a communication method (email), a resource (articles), and for submission of papers and discussion questions.

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Email/ Phone Policy:

I strive to be very prompt in returning emails to students. I will check my email account at least once a day and will respond within 24 hours. If you prefer to speak to me by phone, you can leave a message with the staff in the main office of the Behavioral Sciences Department.

Any official class announcements, changes, instructions, etc. will be sent to your Fitchburg State University email account. See Fitchburg State University Resources page for more information about accessing your email.

Attendance Policy:

Attending class is crucial for understanding the course material. As a key portion of the learning in this course will occur during class, attendance is required. Students who miss more than 2 class sessions for any reason will be penalized with one letter grade deduction per additional class missed. Being late or leaving class early (more than 10 minutes) will count as missing half of the class.

You will be responsible for any material covered in class, whether you are present or not. This responsibility includes completing tests, submitting papers, quizzes, obtaining notes, as well as being aware of changes to the syllabus.

Grading and Assignments:

Your final grade in this class will be based on a final exam, final project and presentation, weekly journal entries in class participation, case study and one group assignment. Percentages are set as follows:

Type	Percentage
Weekly Journals/ Reading Insights	5%
Present Your Passion	10%
Awareness Activity	10%
Group Activity: Referral Team Meeting	10%
Practicum Site Case Study	15%
Personal School Counseling Philosophy	10%
Final Presentation	20%
Final Exam	20%

Weekly Journals

Description: The counseling field provides a lot of areas for discussion and reflection. It is important that one develops a self-awareness of their own belief system and philosophical stance. Taking the time each class meeting to write down thoughts, feelings, questions on various topics will allow for the development of candidate's self-concept in relation to the counseling field. Journal entry topics will be provided by the instructor each week.

Reading Insights

Description: Email a question or comment about assigned reading to instructor. The readings for this course were carefully chosen to provide knowledge about the field of school counseling while encouraging students to develop their personal philosophy on school counseling. Every student's

contributions to class discussions are crucial. By providing a question/ comment prior to class, discussions will be tailored to student need.

Present Your Passion

Description: Every candidate has a passion. Bring in an artifact that signifies your passion for helping others (picture, writing sample, journal entry, song, video, powerpoint, etc.). Be prepared to share this artifact with the class along with a brief presentation on the personal meaning behind the artifact and how it relates to your passion for "helping."

Awareness Project

Visit the Teaching Tolerance website at <https://www.tolerance.org/> Pick a topic and create an awareness activity for a particular age group of students (elementary, middle, or high). Feel free to use resources available from site such as videos, articles, etc. Add a your own creativity to the project as well. Outline a lesson plan of how you would present the activity.

Group Activity: Referral Team Meeting

Description: Given a case study, hold a "Student Intervention Team" meeting to discuss the case. Brainstorm possible reasons for difficulty, recommend tools to assess student's challenges, develop a list of interventions to address challenge, and produce a plan for that student's progress

Practicum Site Case Study

Description: You will present a student from your practicum site. In your presentation, you will include biological information, background information, school history, current performance, strengths and weaknesses, and challenges, along with any interventions in place for this student.

Personal School Counseling Philosophy

Description: You will write a one page statement with your own personal school counseling philosophy based on the learnings in class.

Final Presentation

Description: You will develop a 15 minute presentation for one of the following populations on a topic relevant to your audience:

1. Teachers
2. Parents
3. Students
4. School Committee

Final Exam

Description: Students will be assessed using a take home final exam with short essay questions that reflect the material learned in class.

****Practicum Requirement****

All students are required to complete a 25 hour practicum for this course. Please have your placement secured by the fourth class.

Grade Appeals:

If you would like to appeal your grade on a test or paper, you will need to discuss this matter with your instructor and refer to the Fitchburg State University grade appeal policy in your student handbook.

Grading Scale:

FSU Grade	Letter	100 Point Equivalency
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
0	F	0-70

Late Work Policy:

Students are expected to meet deadlines for assignments. It is, however, recognized that life circumstances come up and there may be times a deadline extension is necessary. If you are not able to meet an assignment deadline, please speak with me before or after class so we can agree on an extension period. If we do not discuss an extension and an assignment is late, 5% will be taken off for each day late.

Policy on Disabilities:

Disability services is the primary support system for graduate students with disabilities. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/ relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Classroom Etiquette:

Students are expected to adhere to the classroom decorum standards detailed in the Fitchburg State University student handbook. Mutual respect is key to promoting a healthy and productive learning environment. Please be sure to stay on task, arrive to class on time, and use respectful language when speaking to me and/ or the rest of the class.

Copyright Policy:

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

University Academic Integrity Policy:

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty.

A student's name on any written or creative exercise (e.g., examination, report, thesis, theme, laboratory report, computer program, artistic production, etc.), or in association with an oral presentation, declares that the work is the result of that student's own thought and study. Any work that the student declares as his or her own shall be stated in the student's own words and produced without the assistance of others. Students must make clear through accurate citations when they make use of other sources. Talking during an examination, or possession or use of unauthorized materials or equipment during an examination constitutes an infringement of the academic integrity policy. Aiding and abetting academic dishonesty also constitutes a violation of the academic integrity policy.

Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Fitchburg State University or any other institution. A student who perceives the possibility of overlapping assignments in courses should consult with the appropriate faculty members before presuming that a single effort will fulfill requirements of both courses. Students should consult course syllabi for additional guidance on matters of academic integrity.

<http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/academic-integrity/>

Fitchburg State University Resources**Library:**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges, document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype, and in-person; library instruction; research help and more. Any questions relating to library services should be

directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu

Email and Blackboard:

As a student, you are automatically provided with a Fitchburg State University email account. Your email and Blackboard login and password are the same. To obtain your email and Blackboard information, you can contact the IT helpdesk at 978-665-4500 or helpdesk@fitchburgstae.edu. They are open 24 hours a day, 7 days a week.

Inclement Weather:

Any course cancellations due to inclement weather will be sent out using the Connect-ED system. You can receive notification at the phone # of your choice thru Connect-ED system by visiting: <https://www.fitchburgstate.edu/technology/connected/>

Tentative Topics and Schedule of Assignments

The instructor reserves the right to change the syllabus, including the dates on which assignments are due. Any changes to the syllabus will be announced in class.

September 11: Course Overview, Role of a School Counselor in Today's Schools

****Weekly Journal Entries - beginning of every class****

****Reading Insights: a question or comment emailed to Becky prior to next class****

September 18: Counseling Theory, Delivery of Services

Stone and Dahir, Chapters 1-3

ASCA Chapter I, IV

Reading Insights due by 11:59PM on 9/17/17

****Present Your Passion Assignment Due****

September 25: Leadership and Building Relationships

Stone and Dahir, Chapters 4 & 5

ASCA Chapter II

Reading Insights due by 11:59PM on 10/1/17

October 2: Implementing the ASCA National Model and Accountability

Stone and Dahir, Chapters 7-8

ASCA Chapter V

Reading Insights due by 11:59PM on 10/8/17

****Practicum Placement Secured****

October 9: NO CLASS - Columbus Day

October 16: Working with Diverse Groups of Students

Stone and Dahir, Chapter 9

Reading Insights due by 11:59PM on 10/15/17

October 23: Working with Students who have Special Needs/ Section 504/ Referral Process Part 1
Stone and Dahir, Chapter 10

Reading Insights due by 11:59PM on 10/22/17

****Awareness Project Due****

October 30: Working with Students who have Special Needs/ Section 504/ Referral Process Part 2

Reading Insights due by 11:59PM on 10/29/17

****Group Project-Referral Team Meeting****

November 6: School Counselors as Consultants

Stone and Dahir, Chapter 12

Reading Insights due by 11:59PM on 11/5/17

****Group Project-Referral Team Meeting****

November 13: School Climate

Stone and Dahir, Chapter 12-13

Article to be assigned

Reading Insights due by 11:59PM on 11/12/17

November 20: College/ Career Planning

Stone and Dahir, Chapter 14

Reading Insights due by 11:59PM on 11/19/17

****Take Home Final Exam Questions Assigned - due date: 12/11****

November 27: Legal and Ethical Issues for School Counselors

Stone and Dahir, Chapter 6

Reading Insights due by 11:59PM on 11/26/17

December 4: Taking Care of the Caretaker/ Transitioning into the Field of Counseling

Stone and Dahir, Chapter 15

ASCA Chapter III

Reading Insights due by 11:59PM on 12/3/17

****Practicum Site Case Study Due****

December 11: Final Presentations

****Take Home Final Exam Due****

December 18: Final Presentations/ Wrap Up

****Personal School Counseling Philosophy Due****

"You must be the change you wish to see in the world." – Mahatma Gandhi