

**Northern Kentucky University  
College of Health and Human Services**

**Kentucky Academic Standards (KAS)**

Preparation of Kentucky's students for the demands of the 21<sup>st</sup> century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Academic Standards](#).

Course Number and Section(s): COU 602-002

Course Name: Data-Driven Comprehensive School Counseling

Semester and Year: Fall 2019

**Instructor:**

**Dorea Glance, Ph.D.**

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**MEP 203D**

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**859-572-1490**

**Office Hours:**

**By Appointment**

**Course Description:**

A foundations course designed to increase students' knowledge base of the profession of school counseling including the history of the profession, current issues, and future trends. Students will learn about professional organizations and ethical guidelines and will focus on the role of school counselors in becoming advocates for students and leaders in the school environment.

The organization, administration and delivery of school counseling services in grades K-12 (elementary, middle, and secondary schools).

**Prerequisites:**

Matriculation in counseling program or approval of department chair.

## Table of Contents

.....	1
Course Number and Section(s): COU 602-002 .....	1
Course Name: Data-Driven Comprehensive School Counseling .....	1
Semester and Year: Fall 2019 .....	1
Course Description:.....	1
Prerequisites: .....	1
<b>Student Learning Outcomes.....</b>	<b>3</b>
<b>Required Materials .....</b>	<b>5</b>
<b>Course Assignments.....</b>	<b>5</b>
<b>Course Grading .....</b>	<b>6</b>
Grading Feedback .....	6
Grade Appeal .....	6
Grading Scale .....	7
Final Exam Information.....	7
<b>Student Evaluation of Instructor and Course .....</b>	<b>7</b>
<b>Course Policies.....</b>	<b>8</b>
Submission of Assignments: .....	8
Attendance Policy: .....	8
Non-Attendance Policy .....	8
Classroom Behavior Policies:.....	8
<b>Student Honor Code .....</b>	<b>9</b>
<b>Accommodations Due to Disability .....</b>	<b>10</b>
<b>Credit Hour Policy Statement.....</b>	<b>10</b>
<b>Diversity.....</b>	<b>11</b>
Allied Zone .....	11
Name / Pronoun.....	11
<b>Tentative Course Schedule.....</b>	<b>12</b>

## Student Learning Outcomes

### CACREP Standards

*Standards evaluated in connection with CACREP Key Objective Assessments are in bold.*

Students will have knowledge of:	CACREP <sup>1</sup>	Class Assignments	Cross-curricular experiences
History and philosophy of the counseling profession and its specialty areas	F.1.a	Readings; exams	COU 601; COU 610; COU 630; COU 641; COU 675; COU 600; COU 674; COU 602; COU 642
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	F.1.c	Professional advocacy; school counselor interview; readings; exams	COU 601; COU 675; COU 674; COU 602; COU 622
The role and process of the professional counselor advocating on behalf of the profession	F.1.d	Professional advocacy	COU 601; COU 600; COU 602
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	F.1.e	Professional advocacy; school counselor interview	COU 601; COU 610; COU 650; COU 675; COU 602; COU 621; COU 673
professional counseling organizations, including membership benefits, activities, services to members, and current issues	F.1.f	Readings; in-class discussion	COU 601; COU 602; COU 600
professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	F.1.g	Readings; in-class discussion	COU 601; COU 600; COU 602
ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	F.1.i	Readings; exams	COU 601; COU 640; COU 650; COU 675; COU 600; COU 674; COU 602; COU 621; COU 642
technology's impact on the counseling profession	F.1.j	Reading; exams; school counselor interview	COU 601; COU 600; COU 602; COU 690; COU 691; COU 692; COU 693
self-care strategies appropriate to the counselor role	F.1.l	Readings; school counselor interview	COU 601; COU 575; COU 622; COU 602; COU 674; COU 675; COU 650; COU 640

the role of counseling supervision in the profession	F.1.m	Readings; school counselor interview	
history and development of school counseling	G.1.a	Readings; exams	COU 601; COU 602
models of school counseling programs	G.1.b	Readings; exams	COU 602; COU 654
models of P-12 comprehensive career development	G.1.c	Readings; exams	COU 602; COU 630
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	G.2.a	Readings; exams; School Counselor Interview Paper	COU 602; COU 673
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	G.2.b	Readings; exams; School Counselor Interview Paper	COU 602; COU 673
school counselor roles in relation to college and career readiness	G.2.c	Readings; exams; School Counselor Interview Paper	COU 602; COU 630; COU 660
school counselor roles in school leadership and multidisciplinary teams	G.2.d	Readings; exams; School Counselor Interview Paper	COU 602; COU 622
competencies to advocate for school counseling roles	G.2.f	Professional Advocacy Assignments; readings; exams	
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	G.2.g	Readings; exams	COU 602; COU 620; COU 670; COU 622; COU 621
common medications that affect learning, behavior, and mood in children and adolescents	G.2.h	Readings; exams	COU 602; COU 622; COU 621
signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	G.2.i	Readings; exams	COU 621; COU 622; COU 675; COU 670
qualities and styles of effective leadership in schools	G.2.j	Readings; exams; school counselor interview paper; professional identity paper	
community resources and referral sources	G.2.k	Readings; exams; school counselor interview	COU 654
professional organizations, preparation standards, and credentials relevant to the practice of school counseling	G.2.l	Readings; exams	

legislation and government policy relevant to school counseling	<b>G.2.m</b>	Readings; exams; professional advocacy	
legal and ethical considerations specific to school counseling	<b>G.2.n</b>	Readings; exams	COU 602; COU 622; COU 621; COU 601
development of school counseling program mission statements and objectives	<b>G.3.a</b>	Readings; exams	
use of developmentally appropriate career counseling interventions and assessments	<b>G.3.e</b>	Readings; exams	COU 630; COU 660; COU 602; COU 621
techniques of personal/social counseling in school settings	<b>G.3.f</b>	Readings; Basic Skills Block	COU 640; COU 650; COU 602; COU 621
strategies to facilitate school and postsecondary transitions	<b>G.3.g</b>	Readings; exams	COU 602; COU 620
skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	<b>G.3.h</b>	Readings; exams	COU 602; COU 621; COU 673; COU 670
interventions to promote college and career readiness	<b>G.3.j</b>	Readings; exams	COU 602; COU 630

\*CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards

## Required Materials

Transforming the School Counseling Profession (5<sup>th</sup>) Bradley Erford. ISBN: 978-0134610597

## Course Assignments

- 1. Examinations (3x100 points):** There will be three in-class examinations covering course materials. See course schedule for dates and content.
- 2. Class Participation:**  
Active participation in class discussions is required (i.e., EVERY PERSON SPEAKS, EVERY CLASS). Effective class participation includes: respectful and non-dominating involvement in class discussions, consultation role-plays, equal participation in group work, and initiative and investment in course activities. In addition, participation will include leading and participating in class discussions during each class period. Specifically, class participation will be graded on the following activities:

**Current News:** Each week, one student will prepare a short presentation of a “current news” event featuring an issue relevant to school counselors and our profession.

**Large/Small Group Discussions:** Each week, you will be placed in small groups of 3 for discussion. Each week, an assigned group member will choose a chapter-related topic of their choice, prepare discussion prompts and lead a discussion regarding that topic with your small group. A schedule of leaders and participants will be maintained by each small group.

**3. Professional Advocacy (5x20 points)**

Professional advocacy, awareness of professional issues, and involvement in networks that effect positive change for our profession is a critical aspect of your development as a professional school counselor. Throughout the semester, students will participate in advocacy activities of their own choosing. Students can engage in activities such as attending meetings, sending emails or letters to legislators, etc. Additional details will be provided in class.

**4. School Counselor Interview (50 points)**

Each student will interview a school counselor of their own choosing. Students will arrange a time to meet with the school counselor, ask questions regarding their schools, their programming, goals, etc. Students will provide a written report of their interviews. Additional details will be discussed in class. Rubric on Canvas.

**5. Professional Identity Paper (50 points)**

Students will create a 3-4 page paper clearly presenting a conceptualization of your professional identity as a school counselor. The paper should have a clear organization, focus solely on your professional identity, and conclude with an implications section for your professional practice as a school counselor. Rubric on Canvas.

## Course Grading

Examinations (3x100):            300 points

Professional Advocacy (5x20) 100 points

School Counselor Interview    50 points

Professional Identity Paper    50 points

**Total:    500 points**

## Grading Feedback

Students should expect feedback on assignments within one week of submission except when faculty provides notification via announcement of a different timeline.

## Grade Appeal

Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G:

Student Academic Grade Appeal. <https://inside.nku.edu/scra/information/students/rights-responsibilities.html>

### Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
% Equal to or Greater than	93	90	87	83	80	77	73	70	67	60	0

### Final Exam Information

The final exam (exam 3) will be held December 9 from 4:30-6:00 in MEP 204.

## Student Evaluation of Instructor and Course

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks\* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations, go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware that:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.

- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

## Course Policies

This hybrid course is taught in a combination of interactive dialogue, lecture, small group work, thematic assignments, and online Canvas work. The learning environment is meant to be a dynamic, evolving environment in which students with a variety of learning styles will find ample support to increase their knowledge and show evidence of their progress.

### Submission of Assignments:

*Assignments turned in late **will not be accepted** for credit.* Assignments are due by the date indicated on the syllabus. Though highly unlikely, late assignments may be accepted at the instructor's discretion with accompanying documentation of extenuating circumstances. Please communicate with the instructor if you believe an assignment will be late.

### Attendance Policy:

**Attendance is required. If you are going to miss class, you must notify me in advance via email at [glanced1@nku.edu](mailto:glanced1@nku.edu).**

### Non-Attendance Policy

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

### Communication

Students should expect responses to emails within 1-2 business days. Emails may not be returned on weekends.

### Classroom Behavior Policies:

The work done in this course is subject to the Graduate Student Honor Code/ Appeal Policies and the College of Education and Human Services Code of Ethics and Procedures for Violation. The Graduate Student Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements. A copy of the Honor Code may be found on the NKU website at

[http://deanofstudents.nku.edu/codes\\_and\\_policies/graduate\\_honor\\_code/index.php](http://deanofstudents.nku.edu/codes_and_policies/graduate_honor_code/index.php). A copy of



the College of Education and Human Services Code of Ethics and Procedures for Violation may be found on the NKU website at [http://coehs.nku.edu/gradprograms/docs/Graduate\\_Code.pdf](http://coehs.nku.edu/gradprograms/docs/Graduate_Code.pdf).

In addition, students are expected to adhere to the highest standards of ethical and professional behavior. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Students are expected to adhere to professional behavior as outlined in the American Counseling Association (ACA) Code of Ethics and Standards of Practice (<http://www.cacounseling.org/codeofethics.pdf>) and/or the American School Counselor Association (ASCA) Ethical Standards for School Counselors (<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>) and will be accountable to the Counseling program.

### **Technology Etiquette**

Students are welcome to use laptop computers for taking lecture notes. All students using laptops for such purposes are asked to refrain from non-related Internet exploration (e.g., Facebooking, shopping, checking the score of the Reds game, managing email, instant messaging {do y'all still do that?}, etc.).

### **Student Honor Code**

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein.

Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of “F,” or removal from the course in which the violation occurs. Repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy.

Additional information is available at: <https://inside.nku.edu/scra.html#policies>

## Accommodations Due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

## Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

Class Attendance (3 hrs/wk x 16 wks)	= 48 Hours
Readings (3 hrs/wk x 16 wks)	= 48 Hours
Professional Advocacy	= 8 Hours
School Counselor Interview	= 10 Hours
Professional ID Paper	= 10 Hours
Examinations	= 18 Hours
<b>Total</b>	<b>= 142 Hours</b>

## Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

### Allied Zone

I am a member of the Allied Zone community network, and I am available to listen and support you in a safe and confidential manner. As an Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

### Name / Pronoun

My gender pronouns are she, her, hers. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

## Sexual misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

## Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

## Tentative Course Schedule

<b>Week 1</b> <b>Aug. 19</b>	Introductions, Review of syllabus, etc.	
<b>Week 2</b> <b>Aug. 26</b>	Transforming the School Counseling Profession: Models, Roots, and Future  The ASCA National Model	<b>Readings Due: Ch. 1-2</b>  Additional Readings as Assigned  Online Module 1
<b>Week 3</b> <b>Sept. 2</b>	<b>No Class – Labor Day</b>	
<b>Week 4</b> <b>Sept. 9</b>	Transforming Thinking in Today’s Schools  Systemic, Data-Driven School Counseling Practice and Programming for Equity	<b>Readings Due: Ch. 3-4</b>  Additional Readings as Assigned  Online Module 2
<b>Week 5</b> <b>Sept. 16</b>	Accountability: Assessing Needs, outcomes, and program evaluation	<b>Assignment Due: School            Counselor Interview</b>  <b>Readings Due: Ch. 5</b>  Online Module 3
<b>Week 6</b> <b>Sept. 23</b>		<b>Assignment Due: Exam 1</b>  <b>(Chapters 1-5; any            additional readings)</b>

<b>Week 7</b> <b>Sept. 30</b>	Outcomes Research  Graduate Student Research Symposium (5-7pm) in Steely Library	<b>Readings Due: Ch. 6</b>  Additional Readings as Assigned  Online Module 4
<b>Week 8</b> <b>Oct. 7</b>	Ethical, legal and professional issues  Culturally competent school counselors	<b>Readings Due: Ch. 7-8</b>  Additional Readings as Assigned  Online Module 5
<b>Week 9</b> <b>Oct. 14</b>	<b>Fall Break – No Class</b>	
<b>Week 10</b> <b>Oct. 21</b>	Leadership and Advocacy for Every Student  Developmental Classroom Guidance	<b>Readings Due: Ch. 9-10</b>  Additional Readings as Assigned  Online Module 6
<b>Week 11</b> <b>Oct 28</b>		<b>Assignment Due: Exam 2</b> <b>(Chapters 6-10; any</b> <b>additional readings)</b>
<b>Week 12</b> <b>Nov. 4</b>	<b>Basic Skills Block – Attending Skills (active</b> <b>listening, nonverbals); Paraphrasing;</b> <b>Open/Closed Questions</b>	
<b>Week 13</b> <b>Nov. 11</b>	<b>Basic Skills Block – Reflection Skills</b> <b>(meaning, feeling); Summarizing</b>	
<b>Week 14</b> <b>Nov. 18</b>	<b>School Counselor Panel</b>  College and Career Readiness  Career Planning in Schools	<b>Have at least 3 questions to</b> <b>ask!</b>  <b>Readings Due: Ch. 11-12</b>  Additional Readings as Assigned  Online Module 7

<b>Week 15</b>  <b>Nov. 25</b>	Counseling Individuals and Groups  Consultation, Collaboration, Parents	<b>Assignment Due:</b> <b>Professional Identity Paper</b>  <b>Readings Due: 13-14</b>  Additional Readings as Assigned  Online Module 8
<b>Week 16</b>  <b>Dec. 2</b>	Complex and Specialized Problems, Mx and Ex Disorders, Students with Disabilities	<b>Readings Due: Ch. 15-17</b>  Additional Readings as Assigned  Online Module 9
<b>Finals Week</b>		<b>Assignment Due: Exam 3</b> <b>Dec. 9 (Ch. 11-17; any additional readings)</b>