

**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 654-001

**Course Name:** School Counseling Services

**Semester and Year:** Fall 2019

**Instructor:**  
Kasie Ashton, MA.

**Office Hours:**  
By Appointment

**Course Description:**

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.

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## Student Learning Outcomes

Students will have knowledge of:	CACREP <sup>1</sup>	Class Assignments	Cross-curricular experiences
development of outcome measures for counseling programs	2.F.8.d	MEASURE	COU 680, 642
models of school counseling programs	5.G.1.b	Program evaluation/MEASURE	COU 602
models of school-based collaboration and consultation	<b>5.G.1.d</b>	Area Resource Guide; MEASURE	COU 622
assessments specific to P-12 education	5. G. 1. e	Needs assessment; MEASURE	
design and evaluation of school counseling programs	<b>5.G.3.b</b>	Program evaluation/MEASURE	
core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	<b>5.G.3.c</b>	Classroom guidance presentation; small group counseling plan	
interventions to promote academic development	<b>5.G.3.d</b>	Readings; class discussion	COU 621
approaches to increase promotion and graduation rates	<b>5.G.3.i</b>	MEASURE	
strategies to promote equity in student achievement and college access	<b>5.G.3.k</b>	Needs assessment; MEASURE	
techniques to foster collaboration and teamwork within schools	<b>5.G.3.l</b>	Area resource guide; program evaluation	
strategies for implementing and coordinating peer intervention programs	<b>5.G.3.m</b>	Small group counseling plan; readings; class discussion	
use of accountability data to inform decision making	<b>5.G.3.n</b>	MEASURE; needs assessments	COU 680, 660
use of data to advocate for programs and students	<b>5.G.3.o</b>	Needs assessment; MEASURE/program evaluation	COU 680, 660

### **CACREP 2016 Standards**

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

<sup>1</sup>CACREP- Council for Accreditation of Counseling and Related Educational Programs 2016 Standards

## Required Materials

American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs* (3<sup>rd</sup> ed.). Alexandria, VA: Author.

Stone, C.B., & Dahir, C.A. (2010). *School counselor accountability: A measure of student success* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson.

## Course Assignments

### 1. Class Participation (100 points total):

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. Additionally, class participation will be graded on the following activities:

**Parent Phone Call (10 points):** Each week, a student will participate in a mock parent phone call. Students will sign up on the first day of class.

### 2. Introduction Flyer (50 points)

Students will develop a one-page introductory “flyer” that they can send home to parents when they are working as a school counselor. Information to provide on the flyer can include but not be limited to: your name and credentials, contact information, a photo of you, info on your mission/vision for your school counseling program, info on services commonly provided (e.g., small groups/classroom guidance/individual counseling), commonly used language, referral process, etc. An example will be provided and rubric on Canvas.

### 3. Area Resource Guide (50 points)

Students will develop a resource packet, for the county or community of their choice, of community resources to utilize as a school counselor. The community resource list should be in list/table format and should function as a practical, current, active list of possible resources that are available for students, parents, and other stakeholders. The list should include a phone number, website, person to contact, a list of what resources are available, etc. An example will be provided and rubric on Canvas.

### 4. Needs Assessment (50 points)

Students will design a needs assessment that can be provided to either students, parents, or school faculty that will gauge your intended audience’s perspectives on current needs present in a school. Needs assessment should be developmentally appropriate and targeted to one specific audience (i.e., students, parents, or faculty). Examples will be provided and rubric on Canvas.

### 5. Small Group Counseling Plan (50 points)

Students will examine needs assessments and data to create a small group. Students will create a form including: student demographics, group topic, connection to ASCA standards, and how they would evaluate the group. Example and rubric will be provided on Canvas.

**6. Classroom Guidance Presentation (100 points)**

Students will deliver a full-length (45 minute) mock classroom guidance lesson drawn directly from the classroom guidance unit they are developing (described above). The lesson will include, but are not limited to the following information: effective title, outcomes/standards/goals, school counseling competencies, learning objectives, materials needed, detailed description of the learning activity, assessment/evaluation component, follow-up method, etc. Example lesson plan templates will be provided and rubric on Canvas. Evaluation rubric posted on Canvas.

**7. Program Evaluation and Report: MEASURE (100 points)**

Students will select a school counselor to meet with and complete the program evaluation check list described in your ASCA National Model text (also provided for you on Canvas). Students will write up a brief (~3 pages) report describing findings (i.e., strengths, areas for growth, goals, etc.) of the program evaluation and provide it to both the school counselor and instructor. Rubric on Canvas.

**8. Flashlight Presentation (50 points)**

Based on the results of the program evaluation completed, students will complete a Flashlight presentation. Students will provide the Flashlight to both school counselor and instructor. Examples provided on Canvas.

**9. Program Evaluation and Flashlight Presentation (50 points)**

Students will deliver a verbal presentation outlining the results of their program evaluation and present the Flashlight they have designed for their school counselor. Rubric on Canvas.

## Course Grading

**Grades:** Grades are based upon the following point totals:

Introduction Flyer	50 points
Area Resource Guide	50 points
Small Counseling Plan	50 points
Classroom Guidance Presentation	100 points
Program Evaluation and Report	100 points
Flashlight	50 points
Program Evaluation and Flashlight Presentation	50 points
Needs Assessment	50 points
Participation	100 points
Total	600 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

<b>Graduate Plus – Minus scale</b>		
Letter Grade	% Equal to or Greater than	Grade Point
A	95-100	4.00
A-	93-94.99	3.67
B+	91-92.99	3.33
B	87-90.99	3.00
B-	85-86.99	2.67
C+	83-84.99	2.33
C	77-82.99	2.00
F	0-76.99	0

### 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 from 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

Students are expected to act professionally and fulfill the ACA and ASCA Code of Ethics throughout their time in the course. Students not fulfilling the ethical codes will be dismissed from the course and are at risk for dismissal from the program. Students acting unprofessionally (e.g. disrupting class, dressing inappropriately, acting inappropriately) will receive verbal and written feedback and warnings. If the behaviors do not change after a written request/warning, the student may be dismissed from the course.

### Submission of Assignments:

Assignments are to be submitted to Canvas by the date and time listed on the syllabus. LATE SUBMISSIONS MAY NOT BE ACCEPTED FOR CREDIT.

### Attendance Policy:

Attendance Policy: Students receive one excused absence. Each absence beyond the one excused absence will result in a loss of a letter grade (e.g. on the second absence you lose 10% of your overall grade). The faculty member has the prerogative to provide an extra excused absence for extraordinary circumstance (e.g. hospitalization, death of a family member).

### 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 (online):

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

## 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:

In-Class: 1 day a week x 165 minutes x 15 weeks = 41.25 Hours (2475 minutes)

Readings: 21 chapters and numerous articles x 3 hours each = 63 Hours

Assignments: 3 assignments x 3 hours each = 9 Hours

Group Projects: 2 projects x 12 hours each = 24 Hours

Final Presentation = 12 Hours

**TOTAL:** **149.25 Hours**

## 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

### Course Outline:

<b><u>Week: Date</u></b>	<b>Readings, Topics Covered, Assignments Due</b> <i>NOTE: Supplemental readings may be assigned at the discretion of the instructor and will be posted to Canvas along with an announcement</i>
<b><u>Week 1: August 21</u></b>	Class Introduction/Syllabus Review (sign up for parent phone call)
<b><u>Week 2: August 28</u></b>	<b>Current Trends in School Counseling; Evidence Based Practice; Crisis; TIC</b>
<b><u>Week 3: Sept. 4</u></b>	ASCA Preface – Themes (pg. vii-20) Stone and Dahir (Ch. 1)
<b><u>Week 4: Sept. 11</u></b>	ASCA Foundations Chapter Stone and Dahir (Ch. 3) <b>Introduction Flyer Due</b>
<b><u>Week 5: Sept. 19</u></b>	ASCA Delivery Chapter Erford Ch. 10

	<b>Area Resource Guide Due</b>
<b><u>Week 6: Sept. 25</u></b>	Working with teachers, parents, and other stakeholders: Reading available on Canvas Guest Speakers <b>Needs Assessment Due</b>
<b><u>Week 7: Oct. 2</u></b>	<b>Classroom Guidance Presentations</b>
<b><u>Week 8: Oct. 9</u></b>	<b>Classroom Guidance Presentations</b>
<b><u>Week 9: Oct. 16</u></b>	No Class <b>Small Group Plan Due</b>
<b><u>Week 10: Oct. 23</u></b>	ASCA Management Chapter Stone and Dahir (Ch. 4)
<b><u>Week 11: Oct. 30</u></b>	ASCA Accountability Chapter Stone and Dahir (Ch. 2 & 5)
<b><u>Week 12: Nov. 6</u></b>	Ethics Review: Reading available on Canvas 2016 ASCA Code of Ethics Tying it all together: the importance of developing a comprehensive program: Reading available on Canvas  School Counselor Panel <b>Program Evaluation Report Due</b>
<b><u>Week 13: Nov. 13</u></b>	Tying it all together: the importance of developing a comprehensive program: Reading available on Canvas <b>Flashlight Due</b>
<b><u>Week 14: Nov. 20</u></b>	<b>Program Evaluation and Flashlight Presentations</b>
<b><u>Week 15: Nov. 27</u></b>	<b>Thanksgiving Holiday</b>  <b>NO CLASS</b>
<b><u>Week 16: Dec. 4</u></b>	<b>Program Evaluation and Flashlight Presentations</b>