MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS

Course Prefix & Number: COE 8923

Course Title: Seminar in School Counseling

Credit Hours: 3 hours

Type of Course: Lecture

Catalog Description: (Prerequisites: COE 8903). Three hours lecture. Overview of effective, comprehensive school counseling programs, program accountability, and best practice models in school counseling.

College of Education Conceptual Framework:
The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.
**Course Objectives:**

Students will

1. Recognize historical and current models of school counseling programs and their integral relationship to the total educational program (CFPO #12, CACREP SC-A.1, A.5)
2. Develop various forms of needs assessments for examining academic, career, and personal/social developmental needs of PK-12 students (CACREP SC-G.3, I.5)
3. Understand current methods of using data to inform decision making and accountability (CACREP SC-I.4)
4. Conduct a literature review regarding current academic, career, and/or personal/social issues relevant to the practice of school counseling (CACREP SC-I.1, K.2)
5. Describe the relationship of the school counseling program to the academic mission of the school (CACREP SC-K.1)
6. Develop a comprehensive school counseling program based on the ASCA National Model that provides counseling activities to enhance the academic, career, and personal/social development of students and that also operates from student learning objectives that are a) connected to national standards, b) aligned with state curriculum frameworks, c) aligned with district standards, and d) based on measurable student learning outcomes (CFPO #3, 4, 5, 6, 8, 12; CACREP SC-A.5, C.2-4, O.3, 5, P.1, P.2)
7. Design an effective team within the school and community to promote the academic, career, and personal/social development of students (CACREP SC-M.2, M.3, O.5)
8. Develop a plan for demonstrating accountability according to the ASCA National Model that will allow students a) to describe problems, plan programs, and target interventions to help K-12 students, b) to measure the outcomes of interventions by developing assessment instruments to measure the effectiveness of a specific school counseling program, c) to modify interventions based on results by developing assessment instruments to measure the effectiveness of a specific school counseling program, d) to account annually for results to constituencies in result reports, e) to account annually for results to supervisors in school counselor performance evaluations, f) to change systems as needed within the school environment, g) to periodically evaluate the performance of the school counseling program, and h) to demonstrate the impact of school counseling on student achievement. (CFPO #1, 4, 6; CACREP SC-H.2, H.5, I.2, I.3, J.2, J.3, M.5, O.3, O.4, P.1)
9. Design lesson plans for group counseling and classroom guidance (CACREP SC-K.3)
10. Consider multicultural differences when designing and evaluating a comprehensive school counseling program. (CFPO #3, CACREP SC-E.2)
11. Recognize ethical issues surrounding evaluation and make appropriate decisions based on professional standards of practice. (CFPO #1)
12. Create a portfolio that exhibits a comprehensive school counseling program. (CFPO #4, 6, 8, 11)
13. Design and lead a presentation to demonstrate accountability of a comprehensive school program. (CFPO #1, 4, 6; CACREP SC-A.5, C.2, O.3, 5, P.1, P.2)
14. Demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program (CACREP SC B.2)

**Required Texts:**


**Recommended Text:**

**Topics to be Covered:**
1. School Counseling Models (2 hours)
2. Developmental Characteristics (1 hour)
3. Foundation (6 hours)
4. Program’s Goal (1 hour)
5. ASCA National Standards (1 hour)
6. RTI (3 hours)
7. Delivery System (6 hours)
8. Action Plan (9 hours)
9. Accountability (9 hours)
10. Model Implementation into Existing Program (1 hour)
11. Portfolios (3 hours)
12. Advocacy (3 hours)

**Methods of Instruction:**
The instructional methods will include lecture, discussion, and demonstration.

**Mississippi State University Policies:**

**Academic Integrity/Honor Code Policy**
Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the
processes of the Student Honor Code. For additional information please visit: http://www.honorcode.msstate.edu/

**Nondiscrimination Policy**
Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The Department of Counseling and Educational Psychology’s Counseling Program at Mississippi State University encourages the recruitment, acceptance, and enrollment of diverse individuals including students from traditionally underrepresented groups. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of underrepresented groups are strongly encouraged to seek admission in the Counseling Program. The Counseling program also seeks to engage in opportunities to retain and support a diverse and inclusive learning community.

**Accommodations for Persons with Disabilities**
In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is http://www.sss.msstate.edu/

**Incomplete Grades**
A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations. Graduate students who receive a grade of “I” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “I” grade during the specified time will result in an automatic grade of “F”. Once a grade of “I” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.

**Cell Phone and Technology Policy**
Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices, and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. No exceptions. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class. No exceptions.
Department Retention Policy
The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:

Academic Programs Standards Policy
The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master’s comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student’s graduate program in the department. For more information visit:

Course Instructor Policies:
Absences
Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students’ fitness and performance based on observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in clinical situations, and their adherence to their discipline’s codes of ethics. A series of formal evaluations are conducted at key stages of the student’s education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students’ academic performance, students’ dispositions and professionalism are evaluated using the Graduate Student Review and Evaluation Form. Students with multiple absences are also evaluated to determine their continued success in the program.

Missed Exams
There will be no exams in this course.

Missed Assignments
All assignments are due at the beginning of class. Late assignments will not be accepted unless alternate arrangements have been made with the course instructor.

Written Assignment Policy
Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. In addition, all work submitted should be the result of the student’s own original efforts. All submitted assignments that do not meet these standards will be graded accordingly.
Email Policy
Each student at MSU has access to an individual E-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members through MyCourses. Students will be held responsible for accessing any e-mail or materials posted for this course. The E-mail and MyCourses systems are also very helpful for maintaining communication between the instructor and students.

Course Assignments
1. Advocacy Group Project (CACREP SC B.2)
The class will be divided into groups to work on school counselor advocacy projects for the Mississippi Counseling Association Advocacy Committee. The class will discuss marketing material that could be beneficial for counselors in the state of Mississippi. Groups will then develop marketing materials that can be used. Each advocacy tool will need to focus on the appropriate role of the school counselor and benefits that school counselors offer to the students. Projects may also include a brief description of the ASCA National Model and the Mississippi Model. The purpose of these projects is to educate others about the important role of the school counselor with increasing student achievement. Please be creative and professional. These are marketing tools that school counselors throughout our state will be using!

2. Foundation Activities (CACREP SC-E.2, K.1)
Students will submit a list of possible members to include on an Advisory Council/Board, District, School, and School Counseling Mission Statements, and a bulleted list of developmental characteristics of their chosen age group (including typical physical, cognitive, and social/emotional development). Grades with suggested revisions will be given back to each student. Students are expected to revise instruments and submit them as part of the final portfolio. A copy of the original, graded assignment should be included with the final portfolio.

3. Assessment Plan (CACREP SC-G.3, I.4, I.5)
Students will develop an assessment plan to determine the need for the goal selected for the Action Plan assignment. The Assessment Plan will include the a) the question chosen for the Action Plan, 2) the rationale for the question, c) methods for data-collection, d) procedures to be followed, e) participant selection and sample size, and finally (f) a copy of the instrument that will be used to collect data. Instruments should be written in language appropriate to the reader and should address the goal chosen. Instruments should also be no longer than 2 pages and be easy to score. Checklists and yes/no items tend to work well. In your instrument, also consider what needs teachers may have. Grades with suggested revisions will be given back to each student. Students are expected to revise instruments and submit them as part of the final portfolio. A copy of the original, graded assignment should be included with the final portfolio.

4. Literature Review (CACREP SC-I.1, K.2)
Conduct a comprehensive review of the literature related to current academic, career, and/or personal/social issues relevant to the practice of school counseling. In
consultation with the professor, choose a specific topic that is important to your grade level. Please review at least 10 peer-reviewed publications and provide a bulleted list (with APA citations) of causes, prevention strategies, and intervention strategies for your topic. Each bulleted item should be long enough to be clearly understood, but please do not write paragraphs. Include an APA reference page and copies of each article with information used highlighted. Grades with suggested revisions will be given back to each student. Students are expected to revise instruments and submit them as part of the final portfolio. A copy of the original, graded assignment should be included with the final portfolio.

Students will develop an Action Plan based off of the strategies learned through the literature review assignment. The Plan must include targeted individual counseling, small group counseling, classroom guidance, teacher workshops, parent workshops, and school-wide events. Please design the plan as if you worked in a school that was fully supportive of a comprehensive school counseling program. Grades with suggested revisions will be given back to each student. Students are expected to revise instruments and submit them as part of the final portfolio. A copy of the original, graded assignment should be included with the final portfolio.

6. Calendars
Students will design an annual calendar, monthly calendars, and sample weekly calendar that provides information related to the Action Plan as well as typical school counselor responsibilities that occur throughout the year. Grades with suggested revisions will be given back to each student. Students are expected to revise instruments and submit them as part of the final portfolio. A copy of the original, graded assignment should be included with the final portfolio.

Students will design five evaluation instruments to measure the effectiveness of the comprehensive school counseling program. Evaluation instruments should specifically measure objectives, be written in language appropriate to the reader, and be easy to score. Instruments should measure both knowledge and behavior for individual counseling, one group, one classroom guidance unit, one teacher workshop, and one parent workshop. Most instruments will contain only 5-10 multiple choice items or measure 2-3 behaviors. Grades with suggested revisions will be given back to each student. Students are expected to revise objectives/instruments and submit them as part of the final portfolio. A copy of the original, graded assignment should be included with the final portfolio.

Students will submit a spreadsheet of data for each evaluation instrument developed as well as charts/graphs demonstrating an understanding of data analysis. Charts must be printed in color and include a description of what the charts indicate and plans for future implementation.

9. Results Report
Students will submit a Results Report and a Results Report Over Time that demonstrates the effectiveness of their designed school counseling program.


   Students will develop a Comprehensive Developmental School Counseling Program portfolio. The portfolio should include the following items: Advisory Council, Mission Statements, Developmental Characteristics, Literature Review, Assessment Plan, Action Plan/Management Agreement, Calendars, Evaluation Instruments, Data, Charts/Graphs, and Results Reports. A section should be included for “original assignments.” The portfolio should be in a 3-ring binder, with tabs for each section, and a table of contents.

11. **School Board Presentation** (CACREP SC-A.5, E.2, H.5, K.1, K.2, M.2, M.3, O.5)

    Students will develop a presentation that would be appropriate to give to school board members (approximately 10 minutes). The presentation should discuss the student’s school counseling program and provide evidence of the effectiveness of the program. Please bring effective handouts for your “school board” members. Professional dress is expected.

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**Grading Point Scale**

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<tr>
<th>Assignment</th>
<th>Percentage Points</th>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Course Evaluation:</td>
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<tr>
<td>Advocacy Group Project</td>
<td>20</td>
<td>90 - 100</td>
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<tr>
<td>Foundation Activities</td>
<td>5</td>
<td>80 - 89</td>
</tr>
<tr>
<td>Assessment Plan</td>
<td>10</td>
<td>70 - 79</td>
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<tr>
<td>Literature Review</td>
<td>10</td>
<td>60 - 69</td>
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<tr>
<td>Action Plan</td>
<td>10</td>
<td>Below 69</td>
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<tr>
<td>Calendars</td>
<td>5</td>
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<tr>
<td>Evaluation &amp; Data Analysis</td>
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<td>Portfolio &amp; Presentation</td>
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<td><strong>TOTAL</strong></td>
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**Bibliography:**


