



Michael D. Eisner College of Education Department of Educational Psychology and Counseling

Course Syllabus

EPC 682: Foundations of School Counseling

Location: On-line; Wednesday: Class Time: 4:00 – 6:45pm

Faculty: Anthony Ventura-School and College Counselor. Masters of Science-Counseling/Marriage and Family Therapy, PPS Credential.

Office:

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Office Hours: Determined by appointment-set by instructor and student

**if you have emailed after 5pm on Friday, I will respond to you the following Monday.

Course Description

The first course in the School Counseling program, Foundations of School Counseling provides an overview and introduction to school counseling and covers the history of school counseling, academic, personal/social and career development domains of school counseling, state and national standards, the mission and philosophy of the CSUN program, social justice issues including inequity in education and achievement, and current trends in the field. Subjects include legal and ethical issues, basic technology skills, professional identity and development, protocol for entering and working in schools, organization and administration of school counseling programs and model comprehensive professional school counseling programs.

Units: 3 **Prerequisite:** Admission to master's program in counseling at CSUN.

College of Education Conceptual Framework

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- Excellence in professional and academic preparation
- Evidence of growth and renewal
- Collaborative partnerships
- Communities of diverse learners

- Ethical and caring professionals

Creative and reflective thinking

Instructional Philosophy

The counseling programs at CSUN are designed based on learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education

- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from the following sources:

1. The California Commission on Teacher Credentialing School Counseling Performance Expectations.
2. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling.
3. The Student Learning Objectives developed by the departmental faculty.

SCPE 1: Foundations of School Counseling Professional Standards	
SCPE 1.1	Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems
SCPE 1.2	Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs.
SCPE 3: Student Academic Development	
SCPE 3.5	Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school).
SCPE 8: Program Development	
SCPE 8.1	Understands the organization and structure of schools as part of district, county, and state educational systems.
SCPE 9: Research, Program Evaluation, and Technology	
SCPE 9.6	Facilitate effective and appropriate outcomes in program management and

	individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources.
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CACREP Standards Covered in this Class

The School Counseling program at CSUN is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation provides numerous benefits to students, such as having their degree readily recognized by other states for licensure, eligibility to take the national counselor examination upon graduation, and a high quality curriculum that is regularly revised by external experts.

The Core CACREP standards covered in this class include:

PROFESSIONAL COUNSELING IDENTITY	
1. Professional Counseling Orientation and Ethical Practice	a. History and philosophy of the counseling profession and its specialty area
	d. The role and process of the professional counselor advocating on behalf of the profession
	e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
	f. Professional counseling organizations including membership benefits, activities, services to members, and current issues
	g. The effects of power and privilege for counselors and clients
	k. Strategies for personal and professional self-evaluation and implications for practice
	l. Self-care strategies appropriate to the counselor role
2. Social and Cultural Diversity	b. theories and models of multicultural counseling, cultural identity development and social justice and advocacy
7. Assessment and Testing	i. Use of assessments relevant to academic/educational, career, personal, and social development
	j. Use of environmental assessments and systematic behavioral observations
8. Research and Program Evaluation	b. Identification of evidence-based counseling practices
	c. Needs assessments
	d. Development of outcome measures for counseling programs

The School Counseling standards covered include:

School Counseling - Foundations	1a.	History and development of school counseling
	1b.	Models of school counseling programs
School Counseling – Contextual Dimensions	2a.	School Counselor roles as leaders, advocates, and systems change agents in P-12 schools
	2c.	School counselors roles in relation to college and career readiness
	2d.	School counselor roles in school leadership and multidisciplinary teams

	2f.	Competencies to advocate for school counseling roles
	2g.	Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
	2h.	Common medications that affect learning, behavior, and mood in children and adolescents
	2k.	Community resources and referrals sources
	2l.	Professional organizations, preparations standards, and credentials relevant to the practice of school counseling
	2n.	Legal and ethical considerations specific to school counseling
School Counseling – Practice	3a.	Development of school counseling program mission statements and objectives
	3f.	Techniques of personal/social counseling in school settings;
	3h.	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

Specific Course Learning Objectives

The learning activities in this course will enable students successfully completing the course to do the following:

1. Students will demonstrate knowledge of the history of school counseling, current professional school counseling programs and recent trends and future directions; measured via the reaction papers.
2. Students will demonstrate knowledge of the mission of the CSUN school counseling program and skill in articulating the issues of social justice and inequality in education that drive the mission; measured via the quizzes.
3. Students will demonstrate knowledge of the gap in student achievement between minority/low income students and their more affluent non-minority peers; measured via the reaction papers, quizzes, case studies and exam.
4. Students will demonstrate knowledge of the domains of school counseling and organizational structures in school counseling programs that ensure all domains are addressed; measured via reaction papers.
5. Students will demonstrate knowledge of education and counseling reform movements and their impact on K-12 student learning and achievement; measured via quizzes and/or exams.
6. Students will demonstrate knowledge of their professional identity and how to serve as professionals in a school setting; measured via reaction papers, and

participation/professionalism.

- Students will demonstrate knowledge of professional introduction and entrance to a school community and the appropriate professional stance with administrators, teachers, students, parents and family members; measured via reaction papers, and participation/professionalism.

Policies and Resources

Class Attendance

Class attendance for the entire period is required. As a graduate-level class, the active participation of each student in all class sessions is expected and required. You are responsible for any information missed because of unavoidable absence. If you have an unanticipated absence, notify the professor as soon as possible. **More than two absences will result an incomplete or dismissal from the course.**

Class Participation

Entails attendance and active participation in all classroom activities and no off-task, disruptive or distracting behavior. Class sessions are a primary means of instruction and learning. Students are expected to attend all class sessions and participate actively in the class through raising questions, sharing experiences, expressing their interests and ideas and participating in all class activities.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity. Hard copies of assignments will be accepted at the beginning of class only; emailed (unless requested) or faxed assignments will not be accepted.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form ([Incomplete Grade - Request Form](#)).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.

- Managing technology effectively (the university provides extensive computer, printing and internet support; please use it in times of technical emergency).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
 1. *Note:* It can be very tempting to check email, instant message, play games, etc. during class when using technology at your desk. Should you appear to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Please – No texting, use of Twitter, Skype, or emailing during class. It is very distracting to others.
- Managing personal information (own and others’) appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g. proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone in class or placed it on silent.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify the professor **within the first two weeks of class**. Students interested in accommodations should contact the university’s office for students with disabilities (Disability Resources and Educational Services [DRES], 818/677-2684); only this office can recommend and arrange for accommodations. Be advised that no accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual*. Additionally, students **must submit original work**. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 7.5 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Useful Links

CSUN’s Computer Support
[CSUN Helpdesk](#)

Request for Incomplete Grade (link does not work in Safari- Use Firefox or other web browser)

[Incomplete Grade - Request Form](#)

Disabilities Resources and Educational Services

[DRES](#)

Writing Center

[Learning Resource Center](#)

CSUN Student Conduct Policies

[Student Conduct Policies](#)

Pride Center

[CSUN Pride Center](#)

Research and Library Assistance

[Research and Library Assistance](#)

Required Readings:

There are required readings for the course, which will be provided to you electronically or in hard copy format. Chapters from various texts will be assigned each week for class discussion. In addition, the professor will provide copies of various articles and chapters from other texts, journals and other resources for students to read to further facilitate class discussions. *Note:* Weekly reading assignments might not synchronize precisely with weekly class discussions and activities.

Course Assignments:

The grade for this three (3)-credit course will be based upon the following six performance measures, which will each count toward a percentage of the final grade:

1. Reaction Papers

Due Dates: Paper #1 September 30th

Paper #2 November 4th

Two written reactions to course readings and class sessions are required. Quality of writing is an important objective of this course and the school counseling program overall, thus graduate-level writing is necessary to be an effective professional. **Papers with excessive writing errors will need to be rewritten by the student.** Papers should be a **minimum of two pages**, double-spaced, standard type with a **maximum of four pages**. **(10 points each paper=20 points)**

Guidelines

1. Introduction/Overview

Write a **brief** summary of the article(s). Present the main idea of the article and the key points you want to address or to which you want to react. Maximum 1/2 page.

2. Reactions and Connections

Describe your reactions to the material or activity of your focus. Include personal experiences where relevant, critical thoughts, supportive ideas, affirmations of your own thinking or experience, parallel ideas, personal concerns, critical questions, etc. You can also write about connections between one article and another, an article and a presentation in the class, a personal experience and an idea or a combination of these.

3. Influence

Discuss how this learning has influenced or changed your thinking, attitudes, expectations and/or behavior. You can write from your perspective as a student in the program, as a future school counselor, or as a community member, citizen or consumer. You can also write about connections between one article and another, an article and a presentation in the class. **Note: One reaction must be from the perspective of a future school counselor.*

4. Summary

Write a brief summary of the work emphasizing the ideas addressed and conclusions reached.

5. Use subheadings to delineate your sections.

6. Give examples or quotes from the articles.

7. Check carefully to ensure correct grammar, sentence structure, and spelling.

2. **Data Collection Assignment (SCPEs 1.1, 9.6)**

A complete explanation of the requirements for this assignment will be presented in class. Class time will be devoted to preparation for the assignment. Students can begin to consider the key elements of data-driven school counseling programs and their benefits to students. **(25 points)** getreportcard.lausd.net/

3. **Case Studies-Group Work (SCPE 3.5)**

Students will complete 4 in class student case studies. Case studies may focus on student issues/challenges or broader systems issues, e.g., how the system approaches transitioning students between grade levels, or challenges that exist in the Counseling-Principal relationship. Each casestudy is worth 5 points. **(20 points)**

4. **Quizzes and Final Examination**

A short quiz covering the assigned readings will be given in class sessions. Quizzes are designed to enhance and affirm learning, so quizzes will be reviewed and evaluated in the same class session. A written (reflection) exam will be conducted on the final class connected to readings and class discussions. **(Quizzes and exam: 15 points total)**

5. **Participation and Professionalism**

Complete all assigned readings and be prepared to discuss in class, participate in class role-plays, and other activities. Students may be randomly chosen to discuss reading assignments, etc. Class attendance is essential. See Appendix A for rubric. **(10 points)**

6. **Ted Talk**

Each student will research a topic of interest related to education. You will then present to the class (3-5 min.) **(10 points)**. Sign-ups will occur by the 3rd week of class.

Instructional Format

This graduate course will include lecture, discussions, experiential activities, videos, research assignments and self-assessment. The course may also include online components.

Overview of Course Activities

**The professor reserves the right to modify the above course schedule and content to meet course goals when needed*

Date	Weekly Course Activities
Week 1: 8/26/20	Getting to Know Each Other
Week 2: 9/2/20	Review of Syllabus In Class Activities Understanding the make-up of the school connected to the district, county, and state systems. Who's who? (SCPE 8.1)
Week 3: 9/9/20	Mission of the CSUN School Counseling Class Discussion Creating your mission statement History of School Counseling (SCPE 1.2) Program 4 Program Philosophy Statement 5 Professional Organizations 17 Professional Appearance 37 Sign-up Ted Talk
Week 4: 9/16/20	Who is the School Counselor? Exploring the Comprehensive School Counseling Program Components (SCPE 1.1) -Quiz 1 *Read all of Chapter 1 *Ratios 13-14 *Familiarize yourself with School Counseling Competencies pdf document
Week 5: 9/23/20	PADLET discussion-online The ASCA National Model <i>Groups-Report Card</i> Ted Talks (4)
Week 6: 9/30/20	Assigned Class Readings & Report Card time Changes to the School Counseling Credential in CA, What's New? -Quiz 2 Case Study #1 ***Paper #1 Due***
Week 7: 10/7/20	Assigned Class Readings & Report Card time Introduction to the Ethical Standards of the ASCA -Quiz 3 Ted Talks (2)
Week 8: 10/14/20	Assigned Class Readings Leadership Chapter 4 Exploring Democratic Education -Quiz 4 Case Study #2
Week 9: 10/21/20	Assigned Class Readings & Report Card time California Graduation Rates and the Need for Effective Principal/Counselor Relationships -Quiz 5 Ted Talks (2)
Week 10: 10/28/19	Assigned Class Readings School Counselors' role in School Reform -Quiz 6

	Ted Talks (2)
Week 11: 11/4/20	Assigned Class Readings -Quiz 7 Ted Talks (2) Case Study #3 ***Paper #2 Due***
Week 12: 11/11/20 No Class	No Class Campus Closed
Week 13: 11/18/20	Assigned Class Readings & Report Card time Effectively Transitioning Students Between Grade Levels; What are Best Practices? (SCPE 3.5) -Quiz 8 Case Study #4 Ted Talks (2)
Week 14: 11/25/20 <u>No Class</u>	PADLET discussion-online
Week 15: 12/2/20	Assigned Class Readings The Importance of Data Systems on Campus (Aeries, Zangle, Schoology, etc.) and Things to consider as the School Counselor (SCPE 9.6) -Quiz 9 School Report Cards Due Ted Talks (2)
Week 16: 12/9/20	Last Class Exam

* Readings are assigned on these dates with the expectation that the student will be completely prepared to discuss them during the class session.

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by students' completion of above **referenced assignments and participation** requirements as well as on **professionalism** (see below).

*Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA & ASCA Code of Ethics, department and university student Codes of Conduct, etc.).

Grading System

A 100 point grading scale will be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course.

Points	Grade	Description
97+	A+	<i>Reserved for exceptional work; original thought; thorough development of topic; free of technical and stylistic errors; well organized discussion. Note this grade can be given only for assignments; the highest possible grade for the course is A.</i>
93-96	A	Excellent handling of subject; insightful discussion of topic; well-developed ideas; few technical or stylistic errors; well-organized discussion.

90-92	A-	Skillful discussion; well-developed ideas; few technical or stylistic errors.
88-89	B+	Skillfully addresses content; strong development of topic; some technical, stylistic, and/or organizational problems.
82-87	B	Competently covers content; topic sufficiently developed; some technical, stylistic, and/or organizational problems.
80-81	B-	Covers content with few errors; topic adequately developed; some technical, stylistic, and/or organizational problems.
78-79	C+	Some errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper; topic under developed.
72-77	C	Several errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.
70-71	C-	Numerous errors in content and/or a number of difficulties with technical, stylistic, and organizational aspects of paper.
60-69	D	Serious difficulties with content and form.
Below 60	F	Significant difficulty with content and form; paper/answer not responsive to assigned project. Unacceptable graduate-level work.

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a “C” can be counted in the formal program. Any grade of “C-” or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a “C” or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Appendix A

Participation & Professionalism Rubric

	Excellent (5)	Adequate (3)	Fair (1)	Poor (0)
Professionalism*	Meets all areas listed on pgs. 5-6	Meets all but 2 areas listed on pgs. 5-6	Meets all but 3 areas listed on pgs. 5-6	Meets 6 or fewer areas as listed on pgs.5-6
Class and small group participation	Regularly asks/answers questions and/or makes observations that are indicative of reflective practices and critical analysis that are appropriate to the topic, lecture, discussion, and/or assigned readings	Occasionally asks/answers questions and/or makes observations that are somewhat indicative of reflective practices and some critical analysis that are appropriate to the topic, lecture, discussion, and/or assigned readings	Rarely asks/answers questions or makes comments that indicate some familiarity with topic, lecture, or assigned readings	Rarely-Never asks/answers questions or makes comments that indicate any familiarity with the topic, lecture, or assigned readings.

Professionalism score may be decreased for extremely negative behavior displayed in class or over email, which may not be listed on p. 4 of the syllabus. The professor will identify instances of extremely negative behavior and communicate this to the student.

Total points possible: 10

EPC 682 INDEX for CTC Standards

Pages on which CTC Standards are Introduced in yellow

SCPE	Introduced
1.1	8, 9
1.2	9
3.5	8, 10
8.1	9
9.6	8, 10