

1



VALUES • EDUCATION • SERVICE

Course Number: CG 508
Course Title: Foundations
of School Counseling
Semester & Year

Course Delivery Method: In Class
Course Section:
Meeting Time and Place:
Course Credit Hours: 3 Graduate Credit Hours

FACULTY CONTACT INFORMATION:

Instructor:

Phone:

Email:

Office Hours: by appointment and before and after class

I. COURSE DESCRIPTION:

This course surveys history and trends of the modern school guidance and counseling movement and an examination of the challenges and situations the school counselor faces in the school setting. Skill development for curriculum development and teaching methods that emphasizes the effective delivery of a comprehensive guidance program encompassing cultural diversities and special needs.

II. COURSE OBJECTIVES /INSTITUTIONAL STANDARDS/COUNSELING PROGRAM STANDARDS:

Course Objectives: To enable candidates to have a general understanding of the school counseling process related to:

- A. The candidate will be familiar with historical events critical to understanding the school counseling movement.
- B. The candidate will be familiar with the role and function of the counselor in the school and the counselor's relationships with other helping professionals.
- C. The candidate will develop knowledge of curriculum development and the organization, administration, management, leadership, "best practices" teaching skills, and evaluation of school counseling programs.
- D. The candidate will demonstrate skills in developing curriculum and delivering an effective comprehensive school counseling program emphasizing cultural diversities and special needs in a school setting.

- E. The candidate will be familiar with the ASCA and Tennessee Comprehensive Model of School Counseling Programs, including the knowledge and skill needed to implement the four pillars of the two models. (Foundations, Management, Delivery & Accountability)

Carter and Moyers School of Education – Institutional Proficiencies

#7. The candidate models verbal and nonverbal communication skills and uses technology, which enhances and engages students in learning and demonstrates professional competency (Values and Education)

#15. Candidates at the initial and advanced programs throughout and upon completion of their plan of study will articulate, implement, and demonstrate and appreciation for diversity, understand a global perspective and demonstrate an understanding that all students can learn.

State of Tennessee PreK – 12 Professional Counseling Standards

TN-LMUCG.I.J: Ability to work with teachers, school social workers, school psychologists and family resource center staff in meeting student needs.

TN-LMUCG.I.L: Ability to work with parents and conduct parent education activities. Ability to use community resources and referral processes and develop effective partnership arrangements with community agencies.

CACREP Standards (2016)

School Counseling

1. Foundations

- a. history and development of school counseling
- b. models of school counseling programs
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education (covered in course, assessed in 698)

2. Contextual Dimensions

- a. school counselor role as leaders, advocates, and systems change agents in P-12 schools
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents (discussed in course, assessed in 698)
- k. community resources and referral sources
- i. 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
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy and legal relevant to school counseling
- n. legal and ethical considerations specific to school counseling

3. Practice

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (discussed in course, assessed in 698)
- l. techniques to foster collaboration and teamwork within schools
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

III. TEXTS/MATERIALS FOR THE COURSE:

Required Text:

- American School Counseling Association (2019). *The ASCA national model: A framework for school counseling programs*, (4th ed). Alexandria, Virginia: Author. *May use old model if already purchased*
- Studer, J. (2015). **The essential school counselor in a changing society**. Thousand Oaks, California: Sage. ISBN: 9781452257464

Additional Readings/Knowledge Base:

- Bowman, S. & Randall, K. (2004). *See my pain! Creative strategies and activities for helping young people who self-injure*. (3rd ed.). Champaign, IL: Research Press.
- Brown, D., & Trusty, J. (2005). *Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs*. Belmont, CA: Thomson Brooks/Cole.
- Conrad, S.L. (2006). Delivering the goods. *Professional School Counseling*, 43, 30-36.
- Conrad, S.L. (2006). By the numbers. *Professional School Counseling*, 43, 40-50.
- Foxx, S. P., Baker, S. B., & Gerler, E. R. (2017). *School counseling in the 21st century*. New York, New York: Routledge.
- Royse, D., Thyer, B.A., Padgett, D.K., & Logan, T.K. (2006). *Program evaluation: An introduction* (4th ed.). Belmont, CA: Thomson Brooks/Cole.
- Stone, C., & Dahir, C.A. (2016). *The transformed school counselor*. (3rd ed). Boston, MA: Cengage Learning.
- Tuttle, M., Ricks, L., & Taylor, M. (2019). A child abuse reporting framework for early career school counselors. *The Professional Counselor*, 9(3), 238-251.
- Viccora, E. (2006). A solid foundation. *Professional School Counseling*, 43, 10-18.

Viccora, E. (2006). Ready for liftoff. *Professional School Counseling*, 43, 20-29.
https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_TraumaInformed.pdf
<https://www.tn.gov/education/student-support/school-counseling.html>
<https://team-tn.org/wp-content/uploads/2015/10/School-Counselors.pdf>
https://www.knoxschools.org/cms/lib7/TN01917079/Centricity/domain/1105/apex%20documents/TEAM_Rubric_School_Svcs.pdf

COVID resources <https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources>; <https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/covid-update>

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

Assignment 1, Submitted to Via

Professional School Counseling Portfolio

The candidate will choose a school and develop a comprehensive school counseling program that is in alignment with The Tennessee Model of Comprehensive School Counseling and the ASCA National Model. Students will include individual counselor and program Evaluation models in the implementation of all four pillars identified by the Tennessee Department of Education and ASCA. This assignment also includes developing at least one lesson plan related to at least one standard at the elementary, middle school and high school levels. Students will develop lesson plans and teach a classroom guidance lesson to the class from this project. (100 Possible POINTS) (*Livertext assignment 1*)

CACREP 2016 5.G.2.e school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

CACREP 2016 - 5.G.2.g characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

CACREP 2016 - 5.G.3.a development of school counseling program mission statements and objectives

CACREP 2016 - 5.G.3.b design and evaluation of school counseling programs

CACREP 2016 - 5.G.3.c school counselor roles in relation to college and career readiness

CACREP 2016 - 5.G.3.l techniques to foster collaboration and teamwork within schools

CACREP 2016 - 5.G.3.n legal and ethical considerations specific to school counseling

CACREP 2016 – 5.G.3.o use of data to advocate for programs and students

Assignment 2

Research Paper

The student will write a research paper the purpose of examining current topics and the practical role of the counselor in the comprehensive school counseling program. The paper will be 10-12 pages and in APA style. Students will give an oral presentation on this experience as a part of the assignment. See assignment description on page (100 POINTS) (*Livertext assignment 2*)

Research Paper Grading Rubric

Grading Criteria	Possible Points	Points Given
Articulation of how the topic relates to and will be integrated into school counseling programs	40	
Selection of topic current relevance in school counseling	5	
Information about the topic:	25	
Introduction of topic	5/25	
Classroom/academic/social issues	5/25	
Cultural implications	5/25	
Implications for future research	5/25	
Conclusion	5/25	
Minimum of 7 professional references	5	
Citations/References in APA format	5	
Length is 10-12 pages (excluding cover and reference page, do not do an abstract)	5	
Use of APA format and General Grammar	15	
• Spelling	5/15	
• Grammar	5/15	
• Format	5/15	
Total Points	100	

Assignments 3 & 4

Midterm and Final Exams (100 Points each)

Midterm and final will be utilized for the purpose of assessing mastery from assigned readings and class discussion. Midterm and final will be multiple choice, short answer, and essay.

Midterm and final will assess the following CACREP standards:

Foundations

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of school-based collaboration and consultation
- d. assessments specific to P-12 education

Midterm

CACREP 2016 5.G.2.a. school counselor role as leaders, advocates, and systems change agents in P-12 schools

CACREP 2016 5.G.2.m legislation and government policy relevant to school counseling

CACREP 2016 5.G.1.a history and development of school counseling

CACREP 2016 5.G.2.i 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

CACREP 2016 - 5.G.2.a school counselor roles as leaders, advocates, and systems change agents in P-12 schools

CACREP 2016 - 5.G.3.o use of data to advocate for programs and students

CACREP 2016 - 5.G.2.n legal and ethical considerations specific to school counseling

CACREP 2016 - 5.G.1.b models of school counseling programs

Final

CACREP 2016 5.G.3.o use of data to advocate for programs and students

CACREP 2016 5.G.3.n use of accountability data to inform decision making

CACREP 2016 - 5.G.2.n legal and ethical considerations specific to school counseling

CACREP 2016 - 5.G.1.d models of school-based collaboration and consultation

CACREP 2016 - 5.G.3.f techniques of personal/social counseling in school settings

CACREP 2016 - 5.G.1.a history and development of school counseling

CACREP 2016 - 5.G.2.l professional organizations, preparation standards, and credentials relevant to the practice of school counseling

CACREP 2016 - 5.G.3.c core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

CACREP 2016 - 5.G.3.m strategies for implementing and coordinating peer intervention programs

Course Evaluation/Assessment

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Percentage	Grade
100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-75	C
74-70	C-

Class Attendance

Regular class attendance and participation in discussions are expected of all class members, and may be considered as part of the grading process. Missing more than 1 class may require completion of an additional written coursework assignment, and/or result in a drop of ½ letter grade for the course. In extreme circumstances and at professor's discretion, an additional major project may be assigned to make up for missed classes.

V. METHODS OF INSTRUCTION

Methods of instruction will include didactic lectures, collaboration, demonstration, presentations, evaluation, research projects, homework, evaluations & discussion of the

topics in the syllabus. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.** Course syllabus and Online Gradebook will be maintained

Turn-it-in

Portions of written work may be required to be submitted to *Turn-It-In*, the computer program designed for checking literature duplication. Submitting additional course work to *Turn-It-In* is at the instructor's discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

Unit Commitment to Diversity

The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

LiveText

Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. LiveText is located online at <http://www.vialivetext.com> and can be purchased through the LMU Bookstore.

Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-

text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

Schedule of Classes and Assignments

Week 1	Introductions. Introduction to the profession and discussion of expectations, goals, objectives, standards and desired outcomes of course.
Week 2	<p>Chapters 1 From Guidance Worker to Professional School Counselor CACREP Standards: 5-G. 1.a. history and development of school counseling 5.G.2.1 professional organizations, preparation standards, and credentials relevant to the practice of school counseling 5.G.1.a history and development of school counseling</p> <p>Chapter 2 The School Counselor and Ethical and Legal Issues CACREP 2016 5.G.2.n legal and ethical considerations specific to school counseling CACREP 2016 5.G.2.m legislation and government policy relevant to school counseling</p> <p>The ASCA National Model Themes Program: Define (previously foundation) Manage (previously management) Deliver (Previously delivery) Assess (previously accountability) https://www.schoolcounselor.org/school-counselors/asca-national-model/learn-about-the-new-edition</p> <p>CACREP 2016 5.G.2.a school counselor role as leaders, advocates, and systems change agents in P-12 schools</p>
Week 3	<p>The ASCA National Model Themes con't Define (previously foundation) Manage (previously management) Deliver (Previously delivery)</p>

	<p>Assess (previously accountability)</p> <p>Chapters 3 Comprehensive and Developmental School Counseling Programs CACREP 2016 5-G. 1. b. models of school counseling programs CACREP 2016 5-G. 1.c. models of P-12 comprehensive career development (discussed in course, evaluated in CG 698)</p> <p>The ASCA National Model Themes Define (previously foundation) Manage (previously management) Deliver (Previously delivery) Assess (previously accountability)</p> <p>CACREP 2016 5.G.2.a school counselor role as leaders, advocates, and systems change agents in P-12 schools CACREP 2016 5.G.2.f competencies to advocate for school counseling roles CACREP.2016.5.G.3.1 techniques to foster collaboration and teamwork within schools</p>
Week 4	<p>Chapter 4 The School Counselor's Role in Assessment and Research CACREP 2016 5-G. 1..e. assessments specific to P-12 education (not assessed in course, assessed in 698) CACREP 2016 - 5.G.3.o use of data to advocate for programs and students</p> <p>Review Tennessee Team Model https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/5.103_School_Counseling_Model_Standards_Policy_4-21-17.pdf Lesson Plan Template</p>
Week 5	<p>Chapter 4 Con't The School Counselor's Role in Assessment and Research CACREP 2016 5-G.1.e. assessments specific to P-12 education CACREP 2016 - 5.G.3.o use of data to advocate for programs and students CACREP 2016 5.G.3.n use of accountability data to inform decision making</p> <p>Review Tennessee Team Model https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/5.103_School_Counseling_Model_Standards_Policy_4-21-17.pdf Complete Plan of study for program</p>
Week 6	<p>Chapter 5 The School Counselor as a Group Leader and Facilitator Chapter 6 Individual Counseling in the School Environment CACREP 2016 5.G.2.i. 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 CACREP 2016 5.G.3.f techniques of personal/social counseling in school settings</p>

Week 7	<p>Chapter 7 The School Counselor's Role in Crisis Counseling CACREP 2016 5.G.2.i 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 CACREP 5-G.1.d.models of school-based collaboration and consultation</p> <p>Chapter 11 The School Counselor as An Advocate and Leader CACREP 2016 - 5.G.2.a school counselor roles as leaders, advocates, and systems change agents in P-12 CACREP 2016 - 5.G.2.e school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma CACREP 2016 - 5.G.2.g characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</p>
Week 8	Review for Midterm
Week 9	Midterm
Week 10	<p>Review Midterm Chapter 10 Developmental and Multicultural Issues of School-age Youth CACREP 2016 - 5.G.3.m strategies for implementing and coordinating peer intervention programs</p> <p>Chapter 12 The School Counselor As Consultant and Collaborator CACREP 2016 - 5.G.2.a school counselor roles as leaders, advocates, and systems change agents in P-12 schools CACREP 2016 5-G 1.d. models of school-based collaboration and consultation</p>
Week 11	<p>Chapter 9 The School Counselor's Role in Academic Achievement Review Lesson Plan Template for Classroom Guidance Presentations (used by Knox County) ASCA National Model: A Framework for School Counseling Programs</p> <p>CACREP 2016 5-G.3.a development of school counseling program mission statements and objectives CACREP 2016 5-G.3.b design and evaluation of school counseling programs CACREP 2016 5-G.3.c core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p>
March 23	Spring Break
Week 12	<p>Student Presentations (5) CACREP 2016 5-G.3.c core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p> <p>Review for final</p>

	Portfolios
Week 13	Student Presentations CACREP 2016 5-G.3.c core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
Week 14	Complete Student Presentations CACREP 2016 5-G.3.c core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies Closing Activity Review for Final Portfolios Due
Week 15	Final

VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): N/A

IX. TRANSPARENT INSTRUCTION:

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: [OPTIONAL SECTION(S).]

XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

Event

Date(s)

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XII. UNIVERSITY SERVICES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII. UNIVERSITY POLICIES:

UNDERGRADUATE ATTENDANCE: To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences,

students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University's academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete's responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade "F" for such course(s), so noted on the student's academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F's is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively

withdrawn, with an F recorded on the transcript for each course. (See “Unofficial Withdrawal.”)

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor’s receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6587).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT :

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based

discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer's office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination.

Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

IN THE EVENT OF INCLEMENT WEATHER students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

XIV. MISSION STATEMENT:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: [HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP](https://www.lmunet.edu/about-lmu/heritage-mission.php).

XV. STUDENT COMMUNITY ENGAGEMENT: A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10

hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Hannah Wilson, at Hannah.wilson@lmunet.edu.

- XVI. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.
- XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**

Completion Guide for Key Assignments

Professional School Counseling Portfolio

The candidate will choose a school and develop a comprehensive school counseling program that is in alignment with The Tennessee Model of Comprehensive School Counseling and the ASCA National Model. Students will include individual counselor and program Evaluation models in the implementation of all four pillars identified by the Tennessee Department of Education and ASCA. This assignment also includes developing at least one lesson plan related to at least one standard at the elementary, middle school and high school levels. Students will develop lesson plans and teach a classroom guidance lesson to the class from this project. (100 Possible POINTS)

CACREP 2016 5.G.2.e school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

CACREP 2016 - 5.G.2.g characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

CACREP 2016 - 5.G.3.a development of school counseling program mission statements and objectives

CACREP 2016 - 5.G.3.b design and evaluation of school counseling programs

CACREP 2016 - 5.G.3.c school counselor roles in relation to college and career readiness

CACREP 2016 - 5.G.3.l techniques to foster collaboration and teamwork within schools

CACREP 2016 - 5.G.3.n legal and ethical considerations specific to school counseling

CACREP 2016 – 5.G.3.o use of data to advocate for programs and students

1. Cover Page
2. Table of Contents
3. Brief Rationale for a Comprehensive Model of School Counseling Services with a minimum of three references
4. Description of selected school
 - Mission Statement (make your own mission or use schools)
 - Does school meet recommended ratios from ASCA and TN Comprehensive School Counseling Model? What are the implications for counselors and students?
 - Discussion/Description of Preconditions Necessary for Implementation of Model
6. Foundation
 - Discussion should include Departmental Beliefs/Philosophies, a Mission Statement and a Link to Tennessee Standards. Student standards
7. Delivery
 - Discussion should Include Guidance Curriculum, Individual Student Planning, Responsive Service and System Support Implementation.
 - Crisis Plan
 - Consultation (school psychologists, nurse (medications that affect students), principal, IEP meetings, 504 meetings)
 - Lesson Plans
8. Management
 - Discussion Should Include the use of Advisory Council, Data, Action Plans and the use of Counselor Time

- Discuss Data school counselors use to determine student needs-S-team information, standardized testing
- Needs assessment
- Break down how much time you plan for: individual counseling, responsive services, additional duties

9. Accountability

- Discussion Should Include samples of Reports, a Link to Student Performance Standards and the use of a Program Audit.
 - What system does county use for collecting school counselors time break down?
 - How do services implemented link to Personal/Social, Career, and Academic enhancement of students.

10. Reference Page (APA)

11. Useful Link Page to include Links to the ASCA National Model, the ACA Code of Ethics, ASCA Ethical Standards and the Tennessee Comprehensive Model for School Counseling.

	Above Sufficient	Sufficient	Below Sufficient
Identification	Cover page, rationale, and reference page follows APA style, Excellent grammar, spelling and academic voice are used.	Cover page, rationale, and reference page follows APA style, Proficient grammar, spelling and academic voice are used.	Cover page, rationale, and reference page are flawed but appear to be informed by APA style. Somewhat acceptable/Below average grammar spelling and academic voice are used
Rationale for Comprehensive School Counseling Program CACREP 2016 5.G.2.f. competencies to advocate for school counseling roles CACREP 2016 5.G.2.i. signs and symptoms of substance abuse	Counselor candidate clearly demonstrates rich and contextualized understanding of comprehensive school counseling program. Student demonstrates an understanding and working knowledge of the Tennessee Comprehensive Model for School Counseling and ASCA model.	Counselor candidate clearly demonstrates understanding of comprehensive school counseling program. Student demonstrates an understanding and working knowledge of the Tennessee Comprehensive Model for School Counseling and ASCA model.	Counselor candidate provides vague overview of comprehensive school counselling program. Student demonstrates misunderstanding of Tennessee Comprehensive Model for School Counseling and ASCA model.

	Above Sufficient	Sufficient	Below Sufficient
<p>in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs</p> <p>CACREP 2016 5.G.2.j. community resources and referrals</p> <p>CACREP 2016 5.G.3.a. development of school counseling program mission statements and objectives</p> <p>CACREP 2016 5.G.3.b. design and evaluation of school counseling programs</p>	<p>Student provides in depth analysis of barriers they may encounter in local schools and ways to overcome barriers.</p>	<p>Student provides brief analysis of barriers they may encounter in local schools and ways to overcome barriers.</p>	
Description of Selected School	<p>Student provides mission statement (or creates their own) based on guidelines of ASCA and TN models of school counseling. Student synthesizes if the school meets the counselor to student ratio and provides in depth discussion of implications for students if the school meets the standards or</p>	<p>Student provides mission statement (or creates their own) based on guidelines of ASCA and TN models of school counseling. Student provides a brief discussion about counselor to student ratios. Student provides brief discussion about implications for students if the</p>	<p>Student provides mission statement (or creates their own). Student does not discuss mission statement in relation to ASCA or TN models. Student states counselor to student ratio, but does not discuss implications for the program.</p>

	Above Sufficient	Sufficient	Below Sufficient
	not.	school meets the standards or not.	
Foundation CACREP 2016 3.G.3.1. techniques to foster collaboration and teamwork within schools	Candidate systematically and methodically discusses program focus, student standards, and professional competencies. Candidate integrates discussion of these with ASCA and TN models of school counseling.	Candidate provides a general overview of program focus, student standards, and professional competencies, and integrate them together with ASCA and TN models.	Candidate provides a brief overview of program focus, student standards, and professional competencies, but does not link them with ASCA and TN models.
Delivery CACREP 2016 5-G. 2.e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma CACREP 2016 5-G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral	Candidate discusses school counselor role in student planning, support, crisis, emergency management plans, disasters, and trauma. Provides in-depth plan for support and crisis/emergency management. Candidate illustrates in depth understanding of school counselor role in recognizing characteristics, risk factors, and warning signs of students at risk for mental health and behavioral	Candidate discusses school counselor role in student planning, support, crisis, emergency management plans, disasters, and trauma. Provides general plan for support and crisis/emergency management. Candidate illustrates general understanding of school counselor role in recognizing characteristics, risk factors, and warning signs of students at risk for mental health and	Candidate discusses school counselor role in student planning, support, crisis, emergency management plans, disasters, and trauma. Does not provide a plan for support and crisis/emergency management. Candidate does not show a clear understanding of school counselor role in recognizing characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.

	Above Sufficient	Sufficient	Below Sufficient
<p>disorders</p> <p>5-G 3.c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p>	<p>disorders.</p> <p>Candidate demonstrates in depth understanding of core curriculum design and ties to ASCA and TN models, lesson plan development, classroom management strategies, and differentiated instructional strategies.</p>	<p>behavioral disorders.</p> <p>Candidate demonstrates basic understanding of core curriculum design and ties to ASCA and TN models, lesson plan development, classroom management strategies, and differentiated instructional strategies.</p>	<p>Candidate does not demonstrate in depth understanding of core curriculum design and does not tie to ASCA and TN models, lesson plan development, classroom management strategies, and differentiated instructional strategies.</p>
Management	<p>Candidate demonstrates in-depth understanding of data utilized in school counseling program such as: school program data, does school use system to collect school counselor use of time, needs assessment data, student evaluations. Classroom and small group lessons are developmentally appropriate and provide explanation of how to adjust curriculum based on student needs</p>	<p>Candidate demonstrates general understanding of data utilized in school counseling program such as: school program data, does school use system to collect school counselor use of time, needs assessment data, student evaluations. Classroom and small group lessons are developmentally appropriate. Does not provide explanation of how curriculum adjusted based on student needs.</p>	<p>Candidate demonstrates superficial understanding of data utilized in school counseling program such as: school program data, does school use system to collect school counselor use of time, needs assessment data, student evaluations. Classroom and small group lessons are not developmentally appropriate.</p>

	Above Sufficient	Sufficient	Below Sufficient
<p>Accountability CACREP 2016 5-G.3. n. use of accountability data to inform decision making CACREP 2016 5-G. 3.o. use of data to advocate for programs and students</p>	<p>Candidate demonstrates in-depth understanding of data utilized in school counseling program such as: school program data, does school use system to collect school counselor use of time, needs assessment data, student evaluations. Discussion of how school counselor informs changes in the program based on results.</p>	<p>Candidate demonstrates general understanding of data utilized in school counseling program such as: school program data, does school use system to collect school counselor use of time, needs assessment data, student evaluations. Discussion does not include how school counselor informs changes in the program based on results.</p>	<p>Candidate demonstrates provides basic data utilized in school counseling program such as: school program data, does school use system to collect school counselor use of time, needs assessment data, student evaluations. There is no discussion about how school counselor informs changes in the program based on results based on data.</p>

Midterm Rubric

Midterm and final will be utilized for the purpose of assessing mastery from assigned readings and class discussion. Midterm and final will be multiple choice, short answer, and essay.

Element	Meets Standard	Does not Meet Standard
<p>Questions: 1., 11., 13., 16., 18., 19., 20., 21., 22., 23., 25. 9 out of 11 meets standard CACREP 2016 5.G.2.n legal and ethical considerations specific to school counseling</p>		
<p>Question 2.</p>		

<p>CACREP 2016 - 5.G.2.m Standard 5.G.2.m legislation and government policy relevant to school counseling</p>		
<p>Question 3 CACREP 2016 5.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P- 12 schools</p>		
<p>Questions: 4., 5., 6., 10., 12., 15., 24. 7 out of 8 meets standard CACREP 2016 5.G.1.a history and development of school counseling</p>		
<p>Questions: 7., 17. CACREP 2016 5.G.3.o use of data to advocate for programs and students</p>		
<p>Question 8. CACREP 2016 - 5.G.2.i Standard 5.G.2.i 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</p>		
<p>Question 9. CACREP 2016 5.G.1.b models of school counseling programs</p>		
<p>Question 14. CACREP 2016 5.G.1.b models of school counseling programs</p>		

CACREP 2016 5.G.2.f. competencies to advocate for school counseling roles		
---	--	--

Final Exam Rubric

Midterm and final will be utilized for the purpose of assessing mastery from assigned readings and class discussion. Midterm and final will be multiple choice, short answer, and essay.

Elements	Meets	Does not Meet Standard
Questions: 1., 14. Meets 2 out of 2 CACREP 2016 5.G.3.c core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies		
Questions: 3., 12. Meets 2 out of 3 CACREP 2016 - 5.G.3.o use of data to advocate for programs and students		
Question 4., 13. Meets 2 out of 2 CACREP 2016 - 5.G.3.n use of accountability data to inform decision making		
Questions: 5., 23. Meets 2 out of 2 CACREP 2016 5.G.1.a history and development of school counseling		
Question: 7. Meets 1 CACREP 2016 - 5.G.2.n Standard 5.G.2.n legal and ethical considerations specific to school counseling		
Questions: 8., 17. Meets 2 out of 2 CACREP 2016 5.G.3.m strategies for implementing and coordinating peer intervention programs		

Questions: 11., 15., 20., 21. Meets 3 out of 4 CACREP 2016 5.G.3.f techniques of personal/social counseling in school settings		
Question: 19 Meets 1 out of 1 CACREP 2016 5.G.1.d models of school-based collaboration and consultation		
Question: 25. Meets 1 out of 1 CACREP 2016 5-G.2.1. professional organizations, preparation standards, and credentials relevant to the practice of school counseling		