**EDC 619: Counseling in School Settings**

*The College at Brockport, State University of New York*

*Department of Counselor Education*

*Fall Semester 2010*

Instructor:

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Class Meetings: Mondays, 4:00 pm- 7:15 pm; Hartwell Hall 007A

**Catalog Course Description**

*Counseling in School Settings* introduces the role of the school counselor and comprehensive, developmental school counseling programs. Emphasizes planning, delivering, managing, and evaluating counseling services with the goal of promoting academic, career, and personal/social development of all students. Prepares students to serve as change agents to reduce barriers that impede student development. Provides students to work as effective school counselor based on current research and practical experiences.

**Unit Conceptual Framework**

Three Conceptual Framework themes permeate all the Professional Education Unit programs. In terms of the Department of Counselor Education, this framework applies to students enrolled in the school counselor emphasis. First, candidates are expected to have a **solid base of knowledge and skills** in their discipline, including content knowledge, pedagogical content knowledge, professional and pedagogical knowledge and skills, and reflective leadership skills. Second, candidates are expected to demonstrate **a set of** **professional dispositions**. And third, candidates are expected to have **a positive impact on P-12 learners**. Given these expectations, all programs at both Initial and Advanced levels have a heavy field-based application component in which candidates facilitate the learning of others by applying, in supervised professional settings, a variety of developmentally appropriate research-based strategies for teaching, coaching, counseling, and assessing.

**Required Textbooks**

American School Counselor Association (2005). *ASCA National Model: A framework for school counseling programs.* (2nd ed.). Alexandria VA: Author.

Stone, C. B., & Dahir, C. A. (2006). *The Transformed School Counselor*. Boston, MA: Houghton Mifflin.

**Suggested Text**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.

**Course Objectives**

This course is designed to cover the 2001 CACREP Standards for School Counseling Programs and NCATE Standards. Listed below are the 2001 CACREP Standards for School Counseling Programs and how students will demonstrate their knowledge and skills, professional dispositions, and positive impact on k-12 learners.

|  |  |  |
| --- | --- | --- |
| **2001 CACEP Standards for School Counseling Programs** | **NCATE**  | **Outcome Measure** |
| A. |   | FOUNDATIONS OF SCHOOL COUNSELING |   |   |
|  | 1 | history, philosophy, and currenttrends in school counseling and educational systems; | KS | Exam |
|  | 2 | relationship of the school counseling program to the academic and student services program in the school; | KS, PI, PD | Portfolio: School Data, Mission Statement, Action Plan, and MEASURE/ SPARC |
|  | 3 | role, function,and professional identity of the school counselor in relationto the roles of other professional and support personnel in the school; | KS, PI, PD | Portfolio: Brochure |
|  | 4 | strategies of leadership designed to enhance the learning environment of schools; | PI, PD | Portfolio: School Data, Mission, Needs Assessments, Action Plan, and MEASURE/ SPARC |
|  | 5 | knowledge of the school setting, environment, and pre-K–12 curriculum; | PI, PD | Exam and Portfolio: School Data, Guidance Curriculum |
|  | 6 | current issues, policies, laws, and legislation relevant to school counseling; | KS | Exam and Experiential Activity |
|  | 7 |  the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling; | KS, PD, PI | Experiential Activity and Portfolio: School Data |
|  | 8 | knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development; | KS, PI  | Experiential Activity and Portfolio: School Data |
|  | 9 | knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and  | KS, PI | Guidance Curriculum Class Presentation and Portfolio: All components  |
|  | 10 | ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ACA Code of Ethics* and the *ASCA Ethical Standards for School Counselors*). | KS, PD  | Experiential Activity & Exam |
|  |  |  |  |  |
| B. |   | CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING |   |
|   |   | Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community, including all of the following: |
|  | 1 | advocacy for all students and for effective school counseling programs; | PD, PI | Experiential Activity and Portfolio: School Data, Mission, Crosswalks, and MEASURE/ SPARC |
|  | 2 | coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students; | PI  | Portfolio: Needs Assessments, Action Plan, and MEASURE/ SPARC |
|  | 3 | integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K–12 students in maximizing their academic, career, and personal/social development; | KS, PD, PI | Portfolio: Crosswalks and Guidance Curriculum |
|  | 4 | promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate; | KS, PI | Topic Presentations, Classroom Guidance Presentations, and Portfolio: Guidance Curriculum  |
|  | 5 | methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community; | KS, PI | Topic Presentations and Portfolio: Brochure, School Data, and MEASURE/ SPARC |
|  | 6 | methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and | KS, PI | Portfolio: all components |
|  | 7 | Knowledge of prevention and crisis intervention strategies. | KS, PI | Topic Presentations, Classroom Guidance Presentations, and Portfolio: Guidance Curriculum  |
| C. |   | KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS |
|  | 1 | Program Development, Implementation, and Evaluation |
|  | a.  | use, management, analysis, and presentation of data from school- based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups*,* and needs assessments to improve student outcomes; | KS, PI | Portfolio: School data, Needs Assessments, Lesson Pre-Post-Tests & MEASURE/ SPARC |
| **2001 CACEP Standards for School Counseling Programs- Continued** | **NCATE**  | **Outcome Measure** |
|  |  b. | design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the *ASCA National Standards for School Counseling Programs*) including an awareness of various systems that affect students, school, and home; | KS, PI | Portfolio: School data, Needs Assessments, Learning Goals, Lesson Pre-Post-Tests & MEASURE/ SPARC |
|  |  c. | implementation and evaluation of specific strategies that meet program goals and objectives; | KS, PI | Portfolio: Learning Goals, Action Plan and Calendar |
|  |  d. | identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies; | KS, PI | Portfolio: Crosswalks and Guidance Curriculum |
|  |  e. | preparation of an action plan and school counseling calendarthat reflect appropriate time commitments and priorities in a comprehensivedevelopmental school counseling program;  | KS, PI | Portfolio: Action Plan and Calendar |
|  |  f. | strategies for seeking and securing alternative funding for program expansion; and | KS, PI | Portfolio: Securing Funding |
|  |  g.  | Use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program. | KS | Portfolio: all components |
|  | 2 |  Counseling and Guidance |   |   |
|  |  a. | individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all; | KS, PI, PD | Exam |
|  |  b. | individual, group, and classroom guidanceapproaches systematically designed to assist all students with academic, career and personal/social development; | KS, PI, PD | Exam, Lesson Presentation and Portfolio: Guidance Curriculum |
|  |  c. | approaches to peer facilitation, including peer helper, peer tutor, and peer mediationprograms; | KS, PI | Exam |
|  |  d. | issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide) | KS, PI, PD | Topic Presentations |
|  |  e. | developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options); | KS, PI, PD | Classroom Guidance Lessons and Portfolio: Guidance Curriculum, Needs Assessments, Crosswalks, and Learning Goals |
|  |  f. | constructive partnerships with parents, guardians, families, and communities in order to promote each student’s academic, career, and personal/social success;  | KS, PI, PD | Portfolio: Needs Assessments & Pamphlets |
|  |  g. | systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system; and  | KS | Exam |
|  |  h. | Approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.  | KS | Topic Presentations |
|  | 3 |  Consultation |   |   |
|  |  a. | strategies to promote, develop, and enhance effective teamwork within the school and largercommunity; | KS, PI | Portfolio: all components |
|  |  b. | theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate; | KS | Exam & Experiential Activity |
|  |  c. | strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and | KS, PI | Experiential Activity |
|  |  d. | Knowledge and skills in conducting programs that are designed to enhance students’ academic, social, emotional, career, and other developmental needs. | KS, PI | Portfolio: all components |
|  |  | \* KS= Knowledge and Skills; PI= Positive Impact on K-12 Learners, PD= Professional Disposition |

**Course Expectations:**

* + Complete all readings
	+ Actively participate in class
	+ Complete all assignments on time
	+ Log on to ANGEL for resources
	+ **Bring a hard copy AND email me your assignments**
	+ Check your Brockport email often (or forward your Brockport email to your provider)

**Class Schedule:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Topic** | **Stone & Dahir** | **ASCA** | **Assignment** |
| 8/30 | Introductions; Course Expectations; Historical roots |   |   |   |
| 9/6 | LABOR DAY – NO CLASS |  |  | ***NO CLASS*** |
| 9/13 | Counseling Theory and Practice in Schools | 1,2, 3 | Intro, I, & 2 | **School Data Due\*** |
| 9/20 | School Counselors As Leaders and Advocates | 4,5 | 3 | **Mission Statement Due\*** |
| 9/27 | WORK IN GROUPS- NO CLASS | 6 | 4-6 | **Brochure Due\*** |
| 10/4 | School Counselors As Consultants, Coordinators, Collaborators & Managers |  7 | 7 | **Securing Alternative Funding Due\*** |
| 10/11 | Implementing the National Standards and the ASCA Model | 8 | 8 | **Crosswalks Due\*** |
| 10/18 | FALL BREAK- NO CLASS |  |  | ***NO CLASS*** |
| 10/25 | Special Issues in School Counseling & Developmental classroom guidance & Career Planning | 12, 13, *Handout* & Cobia *Handout* |  | **Needs Assessment Due\*** **& Presentations Due** |
| 11/1 | Accountability & Data Driven Decision Making | 9 |  | **Lessons & Evaluations Due\*** |
| 11/8 | Addressing Diversity and legal and ethical issues in schools | 10, 11 & *Handout* |  | **Action Plan\* & Calendar Due\*** |
| 11/15 | **LESSON PRESENTATIONS** | **Lesson Presentations** |
| 11/22 | **Quiz**Group Work | 14 |   |  |
| 11/29 | Project SAVE- Mandatory Attendance |  |  | **MEASURE/ SPARC Due \*****PROJECT SAVE** |
| 12/4 | “Board of Education & Administrator” Presentations- Mandatory Attendance |   |   | **Comprehensive School Counseling Program Presentation:** **9-11AM MetroCenter!!!** |
| 12/6 | Transitioning Into the Field of Counseling & Closing Discussion |  |   | **Portfolio Due** |

**Method of Instruction**

The methods of instruction in this class include lecture, experiential activities, class discussions, group work, guest speakers, and ANGEL online.

**Assignments:**

* **Portfolio (40% of your course grade)**

The portfolio will be an accumulation of documents that represent the student’s knowledge and skills in developing a comprehensive school counseling program. Students will be assigned to groups to complete the required documents. The documents will be completed throughout the semester and will receive instructor feedback. At the end of the semester, **each individual student is responsible for turning in a portfolio**. The portfolio should include all of the required documents that were developed within the group, should incorporate any corrections, and be in APA format (be sure to include the title page, abstract, and references). In the portfolio students are permitted to enhance the documents to reflect his or her personal style, as this portfolio may later be used for interviewing for school counseling positions. The portfolio grade will be individual, however a group/ collaboration participation grade will account for 10% of the portfolio grade. The group participation grade will be based on the group’s assessment of how well the individual participated within the group.

* + **School Data**

As a school counselor you will need to be aware of your community and school demographics to help guide the development of your comprehensive school counseling program. This assignment will provide the data that serve as part of your program foundation. You will use these data to guide you in the development of your future assignments. Furthermore, you need to be able to interpret and make meaning of data to set program priorities.

* + - Select a local school and collect the following information (Most of the information can be collected online via the school website, school report card, and Safe and Drug Free Schools and Communities Report. Any information that cannot be collected online should be obtained by calling the school directly):
			* Geographical location of the school
			* Population of the school
			* Ethnicity by percentage
			* Graduation data
			* Socio-economic data
			* Percentage of ESL students
			* Percentage of special education students
			* Annual Yearly Progress (AYP) reports
			* Behavioral problems (illegal activity, suspensions, expulsions, etc.) [Safe and Drug Free Schools and Communities Report]
			* Problems specific to the community (employment issues, health and safety issues, crime rate, etc.)
		- In a total of **4-paragraphs** describe:
			* Paragraph 1: the **strengths** of the school
			* Paragraph 2: **challenges** to student academic success
			* Paragraph 3: **areas of need** that should be addressed through a comprehensive school counseling program (only include areas that school counselors can directly impact, i.e., you will not be able to terminate an ineffective teacher.)
			* Paragraph 4: **prioritize** the areas of need
	+ **Mission Statement**

As a school counselor, you will need to develop a mission statement to help guide the conceptualization of your school counseling program. These statements are always written as a team, and all members of the department must agree with this statement. The mission statement you develop will serve as a piece of the foundation for your comprehensive school counseling program; as such it should incorporate key elements from the school mission statement and the ASCA National Standards or the NYS Comprehensive School Counseling Model. You will use this mission statement to guide your program development throughout the semester.

* + - Develop a mission statement for your school counseling program (1 paragraph)
		- Incorporate the themes of the school’s mission statement and the ASCA National Standards.
		- School counselor students are encouraged to review existing school counseling program mission statements found on the web for inspiration.
	+ **Needs Assessment**

The needs assessment is a tool that allows you to collect perception data from your constituents; the collected data serve as pieces of information for developing your program. You will use the needs assessments and results to develop curriculum to address your constituents’ needs.

* + - Develop three assessments that would be distributed to students, teachers, and parents to help identify specific needs of students. The questions should directly correspond to competency indicators that you intend to select on your crosswalk (An example will be provided in class)
		- Also provide mock results for your three needs assessments (students, parents, and teachers).
	+ **District, School, and Grade Level Crosswalks**

There are a total of 122 competency indicators that should be addressed across the k-12 experience of all students. As school counselors in a district, you will each need to decide which grade levels will address which of the competency indicators. The process involves completing district and school level crosswalks. You will use the developed crosswalks to create curriculum to address the competency indicators selected for your grade level. The competency indicators should be selected based on the developmental needs and abilities of students in that grade level.

The learning goals are developed to assist you in articulating what students should be able to do after they are introduced to the concepts embedded in each of the competency indicators. This exercise will help you when you are writing objectives in your guidance curriculum (Learning Goals will be discussed in class).

* + - **District, School & Grade Level Crosswalks**
			* Using the crosswalks posted on Angel complete both a District and School Crosswalk
			* District- Indicate which building levels the competency indicators will be addressed. Competency indicators can be addressed at multiple building levels.
			* School- Indicate which grade levels the competency indicators will be addressed. Competency indicators can be addressed in multiple grade levels.
		- **Grade Level Crosswalk**
			* Select a particular grade level to target
			* List:
				+ The competency indicators that will be addressed in the comprehensive counseling program for your grade level (from the school crosswalk).
				+ In addition to listing competency indicators from the school crosswalk, list goals that align with the previously developed mission statement, the information collected from the school data, and the mock results of the needs assessments.
	+ **Securing Alternative Funding**

Often times resources will be scarce and you will need to secure alternative funding in the form of grants. Using the internet locate grants that your school district could apply for and receive additional funding.

* Print out the information or application and provide the appropriate reference for this information
* On a separate sheet, report:
	+ what information would be necessary to apply for the funding
	+ Identify what the school would be required to do to earn and keep the funding (i.e., adopt a special program; provide quarterly data that the program is working.)

* + **Brochure**

An important function of a school counselor is to be able to articulate your role effectively to your constituents. As a group you will develop a tri-fold brochure that could be given to teachers, administrators, parents, and students. This brochure should clearly identify the services you offer to your constituents. The brochure should include your mission statement and highlight some of the competencies students will be able to demonstrate upon leaving your school level.

* + - Develop a tri-fold brochure describing:
			* The role of the school counselor
			* The services available through the counseling department
			* How to access the services (availability, phone numbers, email addresses, etc.)
			* The required credentials of a school counselor
			* The names of the staff in the counseling office
			* A confidentiality statement, including the limits of confidentiality
			* How school counselors collaborate with other pupil personnel (school psychologists and social workers) and a description of what sets our services apart.
	+ **Lessons, Evaluations, and Presentation**

Lessons serve as an important delivery mode for encouraging student competence in the nine ASCA National Standards. Your lessons will tie your previous assignments together. Evaluations are an important measure of how you have impacted students through your developed and delivered curriculum. You will need to ask questions about what students have learned as a result of your curriculum and how they felt about the actual experience. Finally, as a school counselor you will be expected to deliver your curriculum through a formal presentation, typically in a classroom or assembly forums. You will have an opportunity to practice delivering a lesson to your classmates.

* + - **Lessons**
			* Using a few of the developed learning goals, develop the outline for four classroom guidance lessons. At least 2 of your lessons should be consecutive and make up a unit; the remaining lessons can be unrelated from the unit. Each lesson will include the following components (an example will be provided):
				+ Lesson Title
				+ ASCA domains and standards addressed
				+ Competencies and competency indicators
				+ Learning Objectives (use ABCD method)
				+ Materials needed
				+ Developmental Learning Activities

Essential Question

Introduction

Activity

Conclusion

* + - * + Assessment/ Evaluation (Formative, Summative, & Reflective)
				+ Follow-up
		- **Evaluations**
			* Develop a written evaluation (for each of the four lessons) that will be used to determine what students learned from the lesson. This may involve a pre-test/ post-test method. You will also ask questions to determine how the lesson was received by the students and if changes should be made to the lesson (i.e., this is an evaluation of you as a presenter).
			* Develop a written unit evaluation form to determine what students learned from the lessons and how they received the unit as a whole.
		- **Lesson Presentation (15% of your course grade)**
			* As a group, you will present one full-length (30 minutes) lesson to the class. You will also administer any pre-tests/ post-tests and/ or evaluations. Classmates will pretend to be students enrolled in your self-selected grade level. Each member of your group must facilitate the lesson. Also, be sure to use the full allotted time without exceeding the allotted time. YOU WILL LOSE POINTS FOR EXCEEDING THE TIME LIMIT.
	+ **Calendar**
		- Develop a content outline of activities for the grade level you are targeting at your school. Indicate which months you will be delivering your services: group counseling, individual counseling, individual planning, classroom guidance lessons, parent nights, etc. (a calendar example will be provided)
	+ **Action Plan**
		- Each activity that is listed on your calendar should also be listed on your action plan. An action plan identifies
			* Activity Title and Content
			* ASCA Domains, Standards, and Competency Indicators that are addressed through the activity
			* The curriculum and materials necessary to deliver the activity
			* The projected start and end dates
			* Number of students affected
			* The class in which the lesson will be taught
			* Identifies how the lesson will be evaluated and how results will be measured (example: Pre and Post tests)
			* The Implementation Contact Person
	+ **MEASURE/ Advocacy Project**

The MEASURE and SPARC serve as the culmination of all your planning and work. It describes how and why you decided to deliver counseling curriculum. It highlights how students have changed as a result of your interventions. Finally, it also helps you to show how others contribute to the success of the counseling program and ultimately students. This document can be invaluable for highlighting the contributions of school counselors that support the school goals and ultimately the development of students.

* + - Prepare a MEASURE document and SPARC as illustrated in the Stone & Dahir book and NYS School Counseling Comprehensive Program Model.
* **Quiz (10% of your course grade)**
	+ This is a 10 question multiple choice and 5 short answer exam based on the textbooks and lecture material. You may bring three double-sided “cheat sheets” with you to class.
* **Online Participation (10% of your course grade)**
	+ Each week on Angel you must identify two of your thoughts about the required reading for each Stone & Dahir chapter due that week. One of your thoughts must be an idea that was presented in the readings that you embrace or you find interesting. One of your thoughts must be an idea that you challenge or are discouraged to learn about. I expect you to write professionally in all of your communications, and this includes your ANGEL postings. Postings are due by noon on the Sunday that your readings are required to be read. The exception is that you will turn in a posting about Project SAVE, by noon on the Tuesday after participating in Project SAVE.
* **Special Topic Presentation (10% of your course grade)**

Often administrators, parents, and teachers will turn to you when they have a limited understanding of a process (such as 504 or IEP development) or specific student needs. You will find that you will be providing education and training on such topics. This assignment prepares you for your future role in raising awareness and providing training in such areas.

Your group will select and present to the class a specialty topic (ex: grief, ADHD, NCAA Clearinghouse, Steroid use, dyslexia, assets, etc.)

* + - Presentations are not to exceed 10 minutes
		- You will identify :
			* the issue and its prevalence in schools
			* the symptoms associated with the issue
			* evidence- based interventions for school counselors to utilize when working with students who present with the issue
			* interventions that school counselors can present to teachers and/ or parents to assist the student
* **Comprehensive School Counseling Program Board of Education Report (15% of your course grade)**
	+ You will present your program to administrators- in- training. They will be evaluating your presentation and provide you feedback about what they heard. It is your responsibility to convey the value of your counseling program and of school counselors. You will also be providing feedback to the administrators-in-training about how you receive their feedback. This is our opportunity to train administrators on the role of school counselors. It is also an opportunity for administrators- in- training to learn about how future employees may respond to their evaluations.
	+ Please note this presentation is scheduled for Saturday Morning! Attendance is Mandatory!
	+ You must prepare a PowerPoint Presentation as if you were addressing the Board of Education.
	+ You must prepare handouts about key components of your program for your audience to keep.
	+ Keep in mind that the administrators- in- training may actually be your administrator in the future. Impress them with your professionalism and with the power of school counseling. You must dress professionally!
* **Project SAVE**

Completion of the Project SAVE workshop is required before enrolling in Integration. You must be in attendance for this workshop. Attending this workshop is not worth any portion of your grade for this course but it is required by New York State to be employed in a school!

**Attendance Policy**

Attendance at all classes is essential and expected. If you are unable to attend class for whatever reason, please contact me before class. If you miss multiple classes your class participation grade will be impacted as your attendance impacts the learning experience for the entire class.

**Attendance Policy regarding H1N1 Flu**

Please read the College’s Website for more information on H1N1:

* Go to [www.brockport.edu/hr](http://www.brockport.edu/hr)
* Click on: H1N1 (Swine Flu) Important Information

There is information from the State and from the College’s Health Center. Please read both.

**If your instructor has the H1N1**, the department will notify you via your class Angel email. Your class will either be covered by a substitute instructor or with your instructor via Angel. Please make sure to routinely check your class email to ensure that you do not miss an important email from your instructor.

The College will announce cancelled classes in the following ways:

* List of cancelled classes on the college’s Website
* College’s radio station, WBSU, will periodically broadcast a list of cancelled classes
* Office of Telecommunication will create a voice mail message informing people who call the campus switchboard about the list of cancelled classes

**If you have H1N1** **or suspect you might have H1N1,** please call the College’s Health Center or your Health Care Provider. If you have the flu, email your instructor to notify him or her that you have the flu and will be absent from class. Do not come to class if you have the H1N1.

If you are doing a practicum or internship, follow the policy at your off campus site. Please notify both the College (class instructor) and the site supervisor.

**Making up missed class(es):** You are still required to *meet all class requirements*. Your instructor will work with you to make up any missed and required work.

**Conferences**

Attendance at conferences is strongly encouraged. If you attend a conference that conflicts with our class schedule, simply let me know and bring back materials to share with your classmates. The only exceptions are for Project SAVE and the BOE: CSCP Presentation. These events are mandatory.

**Method of Evaluation**

All assignments are expected to be completed on time; late assignments will only be accepted in extreme situations. All written assignments will be graded on content and writing quality. All assignments are to be typed. School counselors must be able to communicate effectively through their writing. While all students are not expected to be eloquent writers, students are expected to write clearly, logically, and when appropriate, according to APA guidelines.

Each assignment will be awarded a point based grade. The grades will then be multiplied by the percentage value for that assignment and summed with the other assignment scores for an overall score for the course; the overall grade will then be converted to letter grades of A, A-, B+, B, B-, C+, C, or E.

Assignment Percentage Value Grading Scale

|  |  |
| --- | --- |
| Letter | Minimum Percent |
| A | 95 |
| A- | 91 |
| B+ | 87  |
| B | 83  |
| B- | 80  |
| C+ | 77  |
| C | 73  |
| E | 72 |

|  |  |
| --- | --- |
| Online Participation | 10 |
| Special Topics Presentation | 10 |
| Lesson Presentation | 15 |
| Portfolio | 40 |
| Board of Education: Comprehensive School Counseling Program | 15 |
| Quiz | 10 |
|   | 100 |

*Example Grade Calculation*

Online participation 8

Special Topics Presentation 9

Lesson Presentation 13.5

Portfolio 36.5

BOE:CSCP 9

Quiz 8

Total Points 84= B

**Academic Dishonesty**

Academic dishonesty is a serious breach of that trust that exists between a student, one's fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of a course as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges. Violations of academic honesty include, but are not limited to:

1. Plagiarism: Presenting as one's own words, ideas, or products of another without providing a standard form of documentation, such as footnotes, endnotes, or bibliographic documentation
2. Fabricating facts, statistics, or other forms of evidence in papers, laboratory experiments, or other assignments
3. Presenting someone else's paper, computer work, or other material as one's own work
4. Failing to follow the rules of conduct for taking an examination as stipulated by the instructor prior to the examination or as stated by him/her in a written course syllabus.

Records of disciplinary actions for dishonesty are kept and conduct dismissals are noted on College transcripts. For more detailed information see the 2008-2009 Academic Policies Handbook <http://www.brockport.edu/policies/index.php>

**Disability Statement**

I would appreciate hearing from anyone in this class who has a special need that may be the result of a disability. I am reasonably sure that we can work out whatever arrangement is necessary, be it special seating, testing, or other accommodations. See me after class or call me to schedule a meeting as soon as possible.

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport’s Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

**Use of Electronic Devices in the Classroom**

I request that cell phones are turned off when you enter the classroom and that you refrain from sending and receiving calls and text messages while in the classroom. If, however, you have a legitimate reason to remain reachable by cell phone during class time, you must ask me for permission in advance to have your cell phone turned on during class time.

If you desire to use a laptop computer for taking notes during class, please talk with me in advance. You are not allowed to use your laptop for any activities that do not relate to the class, such as instant messaging, game playing, Internet surfing, checking and sending emails.

**Note from the instructor:**

If you have any questions regarding assignments, please do not hesitate to contact me. I am always willing to clarify assignments and course expectations. I look forward to our semester together!