**Campbellsville University**

**School of Education**

**G4, 2017**

**SGC 510-01 Foundations of Leadership and Ethics in School Counseling**

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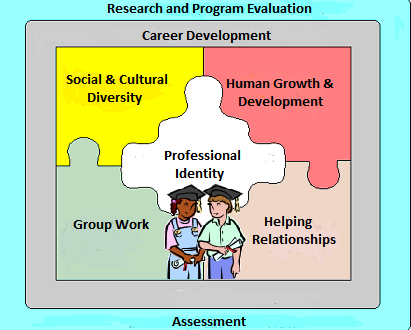
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# “Empowerment for Learning”

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**Textbook**:

Erford, B. (2018). *Orientation to the Counseling Profession: Advocacy, Ethics, and Essential*

*Professional Foundations* (3/E + MyCounselingLab), Upper Saddle River, NJ: Pearson.

**Pre-requisites**: None

**Course Description**:

**SGC 510 Foundations of Leadership and Ethics in School Counseling** focuses on the history, philosophy, and current trends in school counseling and educational systems. Other topics include ethical and legal considerations related specifically to the practice of school counseling (e.g., the *ASCA Ethical Standards for School Counselors* and *the ACA Code of Ethics*). Candidates learn key components of the professional identity of school counselors including professional roles, functions, and relationships with other human services providers, professional organizations, and professional credentialing.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky Standards for Guidance Counseling Programs** | **Kentucky Guidance Counselor Program Objectives and Curriculum** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **TSSA** | **ISLLC** | **CAEP Advanced Standards for Teaching and Learning** | **CACREP Common Core Areas** | **CACREP School Counselor Professional Knowledge, Skills, and Practices** |
| Class Participation  80 pts.  Obj. 1-7 | A.1, 3, 6, 10 | 1. a, b, c, d, e, f, h | 2.d, e, 5.a | 9 b, d, e, f, 10 b, c, e, f, i, k | 4, 6 | I.A, B, C, III. A, B, C, D, E, F | 1 A, 5 A, B, C, D, E, 6 A, B, C | A.1.1, A.1.2 | 1.a, b, d, f, g, j | A.1, 2, 3, 4, B.1, 2 |
| Field Experiences  200 pts.  Obj. 2 | A.3 | 1.b, h | 2.d | 10 b, e | 4, 6 | III.A, F | 1 C, D, 5 B, C, D, E, 6 A | A.1.1, A.1.2, A.2.1, A.2.2 | 1.b, j | A.3, B.1, 2 |
| Weekly Quizzes  80 pts.  Obj. 1-7 | A.1, 3, 6, 10 | 1. a, b, c, d, e, f, h | 2.d, e, 5.a | 9 b, d, e, f, 10 b, c, e, f, i, k | 4, 6 | I.A, B, C, III. A, B, C, D, E, F | 1 A, 5 A, B, C, D, E, 6 A, B, C | A.1.1, A.1.2 | 1.a, b, d, f, g, j | A.1, 2, 3, 4, B.1, 2 |
| Philosophy of School Counseling  100 pts.  Obj. 1, 2 | A.1, 3, 6, 10 | 1.a, b, f, h | 2.d, e, 5.a | 9 e, 10 b, c, d, | 4,6 | I.A, III. A, C | 1 A, 5 B, C, D, E, 6 A | A.1.1, A.1.2 | 1.a, b, d, j | A.1, 2, 3, B.1, 2 |
| Professional Counseling Organizations Group Presentation  50 pts.  Obj. 3 | A.6 | 1.d, e, f, h | 2.d | 9 b, d, f, 10 f, i, k | 6 | III.A, B, C, D | 6 B, C | A.1.1, A.1.2 | 1.f, g, j | A.4 |
| Personal Timeline for State and National Licensure/ Certification  50 pts.  Obj. 4 | A.6 | 1.e |  | 9 b | 6 |  |  | A.1.1, A.1.2 | 1.g | A.4 |
| Statement of Ethical Practice  50 pts.  Obj. 5, 6, 7 | A.10 | 1.h |  | 9 e, f |  |  | 5 B, C, D, E | A.1.1, A.1.2 | 1.j | A.2, B.1 |
| My Counseling Lab Activities  100 pts.  Obj. 1-7 | A.1, 3, 6, 10 | 1. a, b, c, d, e, f, h | 2.d, e, 5.a | 9 b, d, e, f, 10 b, c, e, f, i, k | 4,6 | I.A, B, C, III. A, B, C, D, E, F | 1 A, 5 A, B, C, D, E, 6 A, B, C | A.1.1, A.1.2 | 1.a, b, d, f, g, j | A.1, 2, 3, 4, B.1, 2 |
| School Counselor Skill Demonstration  50 pts.  Obj. 2 | A.10 | 1.h | 2.e, 5.a | 9 f |  |  |  | A.1.1, A.1.2 | 1.j | B.1 |
| Discussion Forums  80 pts.  Obj. 1-7 | A.1, 3, 6, 10 | 1. a, b, c, d, e, f, h | 2.d, e, 5.a | 9 b, d, e, f, 10 b, c, e, f, i, k | 4,6 | I.A, B, C, III. A, B, C, D, E, F | 1 A, 5 A, B, C, D, E, 6 A, B, C | A.1.1, A.1.2 | 1.a, b, d, f, g, j | A.1, 2, 3, 4, B.1, 2 |

**Kentucky Standards For Guidance Counseling Programs Addressed:**

A. Foundations of School Counseling

1. history, philosophy, and current trend in school counseling and educational

systems;

3. role, function, and professional identity of the school counselor in relation to the

roles of other professional and support personnel in the school;

6. current issues, policies, laws, and legislation relevant to school counseling;

10. ethical and legal considerations related specifically to the practice of school

Counseling (e.g., the *ASCA Ethical Standards for School Counselors*, and the

*ACA Code of Ethics*).

**Kentucky Guidance Counselor Program Objectives and Curriculum Addressed:**

1. Professional Identity

a. history and philosophy of the counseling profession, including significant

factors and events;

b. professional roles, functions, and relationships with other human service

providers;

d. professional organizations including ASCA/ACA, its divisions, branches, and

affiliates, including membership benefits, activities, services to members, and

current emphases;

e. professional credentialing, including certification, licensure, and accreditation

practices and standards, and the effects of public policy on these issues;

f. public and private policy processes, including the role of the professional

counselor in advocating on behalf of the profession;

h. ethical standards of ASCA, ACA, and related entities, and applications of

ethical and legal considerations in professional counseling.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas Addressed:**

1. Professional Orientation and Ethical Practice

a. history and philosophy of the counseling profession;

b. professional roles, functions, and relationships with other human

service providers, including strategies for interagency/interorganization

collaboration and communications;

d. self-care strategies appropriate to the counselor role;

f. professional organizations, including membership benefits, activities, services

to members, and current issues;

g. professional credentialing, including certification, licensure, and accreditation

practices and standards, and the effects of public policy on these issues

j. ethical standards of professional organizations and credentialing bodies, and

applications of ethical and legal considerations in professional counseling.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) School Counselor Professional Knowledge, Skills, and Practices Addressed:**

Foundations

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and

educational systems.

2. Understands ethical and legal considerations specifically related to the

practice of school counseling.

3. Knows roles, functions, settings, and professional identity of the school

counselor in relation to the roles of other professional and support

personnel in the school.

4. Knows professional organizations, preparation standards, and

credentials that are relevant to the practice of school counseling.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal

standards in school counseling.

2. Demonstrates the ability to articulate, model, and advocate for an

appropriate school counselor identity and program.

**CU Diversity Proficiencies (from KSGCP) Addressed:**

2.d. Understands the counselors’ roles in social justice advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body.

2.e. Utilizes theories of multicultural counseling, theories of identity development, and multicultural competencies.

5.a. Develops counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

**Interstate Teacher Assessment and Support Consortium (*InTASC*) Addressed:**

InTASC 9 Professional Learning and Ethical Practice InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*) Addressed:**

Standard 4 Diversity

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*) Standards for Advanced Programs Addressed:**

Standard A.1 Content and Pedagogical Knowledge

Standard A.2 Clinical Partnerships and Practice

**Technology Standards for School Administrators (TSSA) Addressed:**

Standard I. Leadership and Vision

Standard III. Productivity and Professional Practice

**Educational Leadership Policy Standards (ISLLC) Addressed:**

Standard 1 Facilitating the development, articulation, implementation, and stewardship of a

vision of learning that is shared and supported by all stakeholders

Standard 5 Acting with integrity, fairness, and in an ethical manner

Standard 6 Understanding, responding to and influencing the political, social, economic, legal,

and cultural context

**SPECIFIC OBJECTIVES:**

Upon completion of this course,

1. Candidates will identify philosophical and historical foundations of counseling and will discuss the implications for the counseling profession today and in the future.

2. Candidates will define their personal philosophy of school counseling and discuss key aspects of their professional identity as a school counselor.

3. Candidates will research primary professional organizations for school counselors and the benefits associated with membership in each.

4. Candidates will describe state and national certification/licensure processes for professional school counselors.

5. Candidates will explain significant legislation and other legal considerations for practicing school counselors.

6. Candidates will summarize major strands within the *American Counseling Association (ACA) Code of Ethics*, the *American School Counselor Association (ASCA) Ethical Standards for School Counselors,* and the *Professional Code of Ethics for Kentucky School Certified Personnel.*

7. Candidates will sign a statement agreeing to comply with all ethical standards contained within the *American School Counselor Association (ASCA) Ethical Standards for Counselors*, the *American Counseling Association Code of Ethics,* and the *Professional Code of Ethics for Kentucky School Certified Personnel.*

**COURSE TASKS/Requirements:**

**Class Participation (80 pts.)** Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments.

**Field Experiences (200 pts.):** Candidates will interview a school counselor about their professional roles, functions, and relationships with other human services providers. Candidates will interview at least three of the other human service providers that the school counselor identifies in the interview (e.g. family and youth service center director, social services, vocational rehabilitation, etc.) to discover how the professionals interact in providing for student and family needs. Candidates will write a reflection about the experience. (4 hours for interviews; 2 hours preparing interview questions and setting up interviews)

Candidates will observe and assist a human service provider in the setting where he/s

provides services (e.g. family and youth service center, social services office or on site setting vocational rehabilitation office or school, local food or clothing bank, etc.) focusing on students or family members living in poverty or with disabilities. Candidates will write a reflection about the experience. (4 hours observing and assisting)

**Weekly Quizzes (80 pts.):** Candidates will take a weekly quiz over the assigned readings for the week.

**Philosophy of School Counseling (100 pts.):** Candidates will write a philosophy of school counseling that incorporates philosophical, historical, and future considerations of the profession. They will identify key aspects of their professional identity and discuss students, families, teachers, school counseling programs and the educational process consistent with their school’s educational philosophy and mission statement.

**Professional Counseling Organizations Group Presentation (50 pts.):** Working in groups, candidates will research an assigned professional counseling organization and associated divisions, the professional development provided by the organization, benefits of joining the organization, student member benefits, ethical standards set by the organization, legislative advocacy undertaken, and any other topics of interest. Groups will present findings to the class.

**Personal Timeline for State and National Licensure/Certification (50 pts.):** Candidates will investigate the steps to be taken to become licensed/certified at the state and national level and will create a personal timeline for completion.

**Statement of Ethical Practice (50 pts.):** Candidates will sign a statement agreeing to comply with all ethical standards contained in the *American School Counselor Association (ASCA) Ethical Standards for School Counselors,* the *American Counseling Association Code of Ethics*,and the *Professional Code of Ethics for Kentucky School Certified Personnel.*

**My Counseling Lab Activities (100 pts.):** Candidates will practice skills through video and case-based assignments and activities.

**School Counselor Skill Demonstration (50 pts.):** Candidates will create a digital recording of themselves having a conversation with a colleague (approximately 5 minutes) about a topic of their choosing in which they demonstrate appropriate attending skills (eye contact, body position, vocal tone) and the basic listening sequence (asking open questions, paraphrasing, reflecting feelings and meaning, and summarizing).   Candidates will evaluate their performance on each and write a 2-3 page reflection about the experience and their evaluation.  Both the recording and the reflection will be submitted.

**Discussion Forums (80 pts.)** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **candidates will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**EVALUATION Process and expectations:**

Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition, rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

**GRADING SCALE:** A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**RUBRICS:**

**Campbellsville University**

**MAEd in School Counseling**

**Philosophy of School Guidance Counseling**

**Scoring Guide**

**100 pts.**

**Directions:**  Candidates will write a philosophy of school counseling that incorporates philosophical, historical, and future considerations of the profession. They will identify key aspects of their professional identity and discuss students, families, teachers, school counseling programs and the educational process consistent with their school's educational philosophy and mission statement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | 90-100 | 80-89 | 70-79 | Below 70 |
| **Section I: Evolution of School Guidance Counseling (2-3 pages)**  KSGCP: A.1, 3, 6, 10  KGCPOC: 1 a, b, f, h  InTASC: 9 e, 10 b, c, d  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Section I provides a detailed overview of the evolution of school guidance counseling and discusses specific current and future responsibilities of school counselors to students and families including the continuum of services that school counselors provide/facilitate. | Section I provides a general overview of the evolution of school guidance counseling and discusses in general current and future responsibilities of school counselors to students and families. | Section I provides a statement regarding the evolution of school guidance counseling and discusses current or future responsibilities of school counselors to students and families. | Section I does not address the evolution of school counseling or current or future responsibilities of school counselors to students and families. |
| **Section II: Theoretical and Philosophical Foundations**  **(2-3 pages)**  KSGCP: A.1, 3, 6, 10  KGCPOC: 1 a, b, f, h  InTASC: 9 e, 10 b, c, d  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Section II discusses the counseling theories and theorists that the candidate will base his/her practice on as well as the philosophical basis (wellness perspective, developmental perspective, and empowerment) with specific examples of how these will be evident in practice. | Section II discusses generally the counseling theories and theorists that the candidate will base his/her practice on as well as the philosophical basis (wellness perspective, developmental perspective, and empowerment). | Section II discusses generally the counseling theories and theorists that the candidate will base his/her practice on or philosophical basis (wellness perspective, developmental perspective, and empowerment). | Section II discusses generally the counseling theories and theorists that the candidate will base his/her practice on or philosophical basis (wellness perspective, developmental perspective, and empowerment) but the rationale is faulty. |
| **Section III: Professional Identity (2-3 pages)**  KSGCP: A.1, 3, 6, 10  KGCPOC: 1 a, b, f, h  InTASC: 9 e, 10 b, c, d  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Section III discusses the role of the school guidance counselor in relation to other helping professionals in the school (i.e. school psychologist, school nurse, family resource and youth service center director, etc.) and specific steps the candidate will take to develop a professional identity. | Section III discusses the role of the school guidance counselor in relation to other helping professionals in the school (i.e. school psychologist, school nurse, family resource and youth service center director, etc.) and how in general the candidate plans to develop a professional identity. | Section III discusses the role of the school guidance counselor but does not show a relationship to other helping professionals in the school and the candidate’s feelings about professional identity. | Section III discusses the role of the school guidance counselor but does not show a relationship to other helping professionals in the school and does not include the candidate’s feelings about professional identity. |
| **Section IV: Connection of School Counseling Program to School’s Educational Philosophy and Mission Statement (2-3 pages)**  KSGCP: A.1, 3, 6, 10  KGCPOC: 1 a, b, f, h  InTASC: 9 e, 10 b, c, d  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Section IV discusses the educational philosophy and mission statement of candidate’s current school or a school he/she would be likely to serve in in relation to how his/her school counseling program would support students, teachers, and administrators in fulfilling the mission. | Section IV states the educational philosophy and mission statement of candidate’s current school or a school he/she would be likely to serve in and makes a loose connection to how his/her school counseling program would support students, teachers, and administrators. | Section IV states the educational philosophy and mission statement of candidate’s current school or a school he/she would be likely to serve in but there is no connection to his/her school counseling program. | Section IV states the mission statement of candidate’s current school or a school. |
| **Length** | Assignment is over 8 full pages of content. | Assignment is 7-8 full pages of content. | Assignment is over 5-6 full pages of content. | Assignment is less than 5 full pages of content. |
| **Mechanics** | Assignment is **free** from grammatical, spelling, or punctuation errors | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |
| **APA Style** | Citations and Reference Page adhere to most recent APA Publication Manual. | Citations and Reference Page adhere to APA Publication Manual. | Citations and Reference Page adhere to MLA or other publication standards. | Citations and Reference Page are incorrect. |
| **Timeliness** | Assignment is submitted on time. | Assignment is one day late. | Assignment is two days late. | Assignment is more than two days late. |

**SGC 510 Foundations of Leadership and Ethics in School Counseling**

**Field Experience Reflection 1**

**Scoring Guide**

**100 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-89** | **70-79** | **Below 70** |
| **General Assignment**  KSGCP: A.3  KGCPOC: 1.b, h  InTASC:10 b, e  CAEP Standards for Advanced Programs: A.1.1, A.1.2, A.2.1, A.2.2 | Reflection contains information from each interview in equal amounts. | Reflection contains information from each interview in, but some more developed than the others. | Reflection contains information from most of the interviews. | Reflection only contains information from one of the interviews. |
| **General Assignment** | Overall topics/headings are developed and supported with information from each interview woven throughout. | The reflection for the interviews and job shadowing are in separate un-integrated sections of the paper. | The reflection contains a list of interview questions and answers with little real reflection. | Reflection contains little information. |
| **Length** | Five-six pages of content | Four full pages of content | Three full pages of content | Fewer than three full pages of content |
| **Support**  KSGCP: A.3  KGCPOC: 1.b, h  InTASC:10 b, e  CAEP Standards for Advanced Programs: A.1.1, A.1.2, A.2.1, A.2.2 | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  KSGCP: A.3  KGCPOC: 1.b, h  InTASC:10 b, e  CAEP Standards for Advanced Programs: A.1.1, A.1.2, A.2.1, A.2.2 | Reflection makes clear connections to SGC 510 content | Reflection makes loose connections to SGC 510 content. | Reflection makes little connection to SGC 510. | No attempt is made to connect the experience to SGC 510. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**SGC 510 Foundations of Leadership and Ethics in School Counseling**

**Field Experience Reflection 2**

**Scoring Guide**

**100 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **General Assignment**  KSGCP: A.3  KGCPOC: 1.b, h  InTASC:10 b, e  CAEP Standards for Advanced Programs: A.1.1, A.1.2, A.2.1, A.2.2 | Reflection contains information from all parts of the field experience in equal amounts | Reflection contains information from all parts of the field experience, but some are more developed than the others. | Reflection contains information from most of the field experience. | Reflection only contains information from a small part of the field experience. |
| **General Assignment** | Overall topics/headings are developed and supported with information from entire field experience. | The parts of the field experience are in separate un-integrated sections of the paper. | The reflection contains a list of experiences and with little real reflection. | Reflection contains little information. |
| **Length** | Three or more full pages of content | Two to three full pages of content | One to two full pages of content | Less than one full pages of content |
| **Support**  KSGCP: A.3  KGCPOC: 1.b, h  InTASC:10 b, e  CAEP Standards for Advanced Programs: A.1.1, A.1.2, A.2.1, A.2.2 | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  KSGCP: A.3  KGCPOC: 1.b, h  InTASC:10 b, e  CAEP Standards for Advanced Programs: A.1.1, A.1.2, A.2.1, A.2.2 | Reflection makes clear connections to SGC content | Reflection makes loose connections to SGC content. | Reflection makes little connection to SGC content. | No attempt is made to connect the experience to SGC content. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Campbellsville University**

**MAEd in School Counseling**

**Personal Timeline for State/National Certification/Licensure**

**Scoring Guide**

**50 pts.**

**Directions:** Investigate the steps to be taken to become licensed/certified at the state and national level and create a personal timeline for completion.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | 45-50 | 40-44 | 35-39 | Below 35 |
| **General Assignment**  KSGCP: A.6  KGCPOC: 1.e  InTASC: 9b  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Timeline is in a traditional timeline format demonstrating a chronological sequence of events from this point to State/National Certification/Licensure utilizing computer/internet resources. | Timeline is in a traditional timeline format demonstrating a chronological sequence of events from this point to State/National Certification/Licensure that is hand-drawn. | Timeline is in a nontraditional format such as a narrative or bulleted list demonstrating a chronological sequence of events from this point to State/National Certification/Licensure. | Timeline is in a nontraditional format such as a narrative or bulleted list that is not chronological from this point to State/National Certification/Licensure. |
| **General Content**  KSGCP: A.6  KGCPOC: 1.e  InTASC: 9b  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Timeline consists of a minimum of five short term goals identified with steps to and dates for completion. | Timeline consists of a minimum of five short term goals and dates, but steps to completion are not included. | Timeline consists of a minimum of four short term goals and dates. | Timeline consists of fewer than four short term goals with no dates or fewer than four short term goals and dates. |
| **Content Accuracy**  KSGCP: A.6  KGCPOC: 1.e  InTASC: 9b  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Timeline reflects accurate content and feasible short term goals. | Timeline reflects accurate content, but short term goals are not feasible, for example they cannot be accomplished in the time allowed. | Timeline reflects few content inaccuracies. | Timeline reflects many content inaccuracies. |
| **Mechanics** | Timeline is free from grammar, spelling, and/or punctuation errors. | Timeline has a few grammar, spelling, and/or punctuation error, but they do not impact the understanding of the reader. | Timeline has several grammar, spelling, and/or punctuation errors which impact the understanding of the reader. | Grammar, spelling, and/or punctuation make reading and understanding difficult. |
| **Timeliness** | Assignment is submitted on time. | Assignment is submitted 1-2 days late. | Assignment is submitted 3-4 days late. | Assignment is more than four days late. |

**SGC 510 Foundations of Leadership and Ethics in School Counseling**

**Professional Counseling Organization Group Presentation**

**50 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **45-50** | **40-44** | **35-39** | **Below 35** |
| **Preparation**  KSGCP: A.6  KGCPOC:1.d, e, f, h  InTASC: 9 b, d, f, 10 f, i, k  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Clearly well- prepared. Showed an excellent understanding about all topics included in the prompt. | Well-prepared. Showed a good understanding about all topics included in the prompt. | Somewhat prepared. Showed a partial understanding about topics included in the prompt. | Unprepared. Demonstrates a faulty understanding topics in the prompt. |
| **Organization**  KSGCP: A.6  KGCPOC:1.d, e, f, h  InTASC: 9 b, d, f, 10 f, i, k  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Very well-organized. Points build on each other to lead class progressively to an in-depth understanding of the professional counseling organization. | Well-organized. Points led class to a good understanding of the professional counseling organization but some portions of the discussion might have been better placed. | Somewhat organized. Led class to a basic understanding of the professional counseling organization though the progression was not always clear. | Disorganized. Points did not build on each other, nor was there a logical progression that could be perceived. |
| **Presentation**  KSGCP: A.6  KGCPOC:1.d, e, f, h  InTASC: 9 b, d, f, 10 f, i, k  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Group involves classmates in a conversation about the professional counseling organization. | Group lectures on the professional counseling organization and provides little opportunity for involvement of classmates. | Group lectures on the professional counseling organization and provides no opportunity for involvement of classmates. | Group reads slides to the class. |
| Graphics/Other Illustrative Materials | Included a variety of graphics/other materials that helped spark class’ interest and illustrate important aspects of the professional counseling organization. | Included some graphics/other materials that helped spark class’ interest. | Included one or two images/other materials that were not very relevant to the professional counseling organization. | Did not include graphics/other materials. |
| Slides | Five or more slides of content | Four slides of content | Three slides of content | Fewer than three slides of content |
| Group Participation | Members shared equal responsibility in presenting material. | All group members presented material, but some presented less than others. | One or more group members did not participate in the presentation. | Only one group member presented the material. |
| Timing | 25-30 minutes | 20-24 minutes | 15-19 minutes | Less than 15 minutes |

**SGC 510 Discussion Forums**

**Discussion Forum Scoring Guide**

**80 pts.**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Initial Response**

**4 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment**  KSGCP: A.1, 3, 6, 10  KGCPOC: 1 a, b, c, d, e, f, h  InTASC: 9 b, d, e, f, 10, b, c, e, f, i, k  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support**  KSGCP: A.1, 3, 6, 10  KGCPOC: 1 a, b, c, d, e, f, h  InTASC: 9 b, d, e, f, 10, b, c, e, f, i, k  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections**  KSGCP: A.1, 3, 6, 10  KGCPOC: 1 a, b, c, d, e, f, h  InTASC: 9 b, d, e, f, 10, b, c, e, f, i, k  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment**  KSGCP: A.1, 3, 6, 10  KGCPOC: 1 a, b, c, d, e, f, h  InTASC: 9 b, d, e, f, 10, b, c, e, f, i, k  CAEP Standards for Advanced Programs: A.1.1, A.1.2 | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences. | **1-2** sentences. |

**Disability Statement:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at (270) 789-5450 to inquire about services.

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

## Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment

and to comply with Title IX of the Education Amendments of 1972 and guidance from

the Office for Civil Rights, the University requires all responsible employees, which

includes faculty members, to report incidents of sexual misconduct shared by students

to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are

available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

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