University of Mississippi  
School of Education  
Curriculum & Policy Committee  
Meeting Agenda  
April 6, 2018


Non-voting members present: K. Coleman, A. Dolan, J. Holleman

I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making on Proposed Items

A. Higher Education Department: no items presented

B. LCE Department: items presented by Dr. Suzanne Dugger

1. Counselor Education Proposal for College Counseling Specialization

Motion made by Dr. Ryan Niemeyer to approve.
Motion seconded by Dr. Susan McClelland.
Item approved.

2. COUN 733 Syllabus – College Teaching in Counselor Education

Motion made by Dr. Ryan Niemeyer to approve.
Motion seconded by Dr. Jill Cabrera-Davis
Item approved

C. Teacher Education Department: all items presented by Dr. Susan McClelland

1. The Introduction to STEM Teaching course syllabus (Dr. Whitworth’s syllabus)

Dr. Susan McClelland made motion to approve.
Motion seconded by Dr. Ann Monroe.
Item approved.

2. Teacher Education Grading Scale

Dr. Susan McClelland made motion to approve.
Motion seconded by Dr. Ryan Niemeyer.
Item approved.

3. METP Course Revisions: METP 101, 102, 201, 201
Dr. Susan McClelland made motion to approve.
Motion seconded by Dr. Ryan Niemeyer.

4. METP New Courses: METP301, 302
Motion to approve item made by Dr. Susan McClelland.
Motion seconded by Dr. Ryan Niemeyer.
Item approved.

5. Education Minor Online Delivery
Motion to approve item made by Dr. Susan McClelland.
Motion seconded by Dr. Ann Monroe.
Item approved.

6. MEd new courses: EDCI 604, 605, 606, 607, 608
Motion to approve item made by Dr. Susan McClelland.
Motion seconded by Dr. Ann Monroe.
Item approved.

7. MEd course revision: EDCI 601
Motion to approve item made by Dr. Susan McClelland.
Motion seconded by Dr. Ann Monroe.
Item approved.

8. MEd: Revised program
   i. One MEd with three emphasis: Secondary Education, Elementary
      Education, Special Education
   ii. MEd admissions requirements
Motion to approve item made by Dr. Susan McClelland.
Motion seconded by Dr. Jill Cabrera-Davis.
Item approved.

III. New Business: none

A
Counselor Education Proposal

New M.Ed. Specialization Track: College Counseling

60 Credit Hours, including 3 specialization courses:

1. COUN 626: Foundations of College Counseling
2. COUN 627: College Student Development and College Counseling
3. COUN 628: Issues and Interventions in College Counseling

Designed to lead to LPC Licensure

Possible internship sites:

- University counseling centers
- Center for Student Success
- RebelADE
- Career Services
- Student Disability Services

Faculty Members with Experience in College Counseling

- Suzanne Dugger
- Josh Magruder
- Marc Showalter

Advisory Board Members

- Toni Avant
- Erin Cromeans
- Bud Edwards
- Brandi Hepner-LeBlanc
- John Holleman
- Stacey Reycraft
- Amy Wells Dolan
Program of Study – 60 credits
Professional College Counseling M.Ed. Program
Department of Leadership and Counselor Education

Student Name: ____________________________ Student ID Number: ________________
Address __________________________ Phone Number: ________________________
                      Street Address
                      ____________________________
                      City __________________________ State ______ Zip Code __________ Email Address

Basic Counseling Core

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Required?</th>
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<tbody>
<tr>
<td>COUN 690 (603) Counseling Skills*</td>
<td>3</td>
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<td>COUN 605 (604) Research in Counseling</td>
<td>3</td>
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<tr>
<td>COUN 683 (606) Counseling Theories*</td>
<td>3</td>
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<td>COUN 643 (607) Group Procedures*</td>
<td>3</td>
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<td>COUN 672 (608) Issues and Ethics in Counseling*</td>
<td>3</td>
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<td>COUN 670 (609) Multicultural Counseling*</td>
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<tr>
<td>COUN 621 (611) Assessment</td>
<td>3</td>
<td>✓</td>
<td></td>
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<tr>
<td>COUN 680 (640) Career Counseling</td>
<td>3</td>
<td>✓</td>
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<tr>
<td>COUN 601 (641) Lifespan Development</td>
<td>3</td>
<td>✓</td>
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<tr>
<td>COUN 660 (642) Crisis Intervention</td>
<td>3</td>
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Clinical Mental Health Counseling Specialization

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Required?</th>
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</thead>
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<tr>
<td>COUN 626 Foundations of College Counseling*</td>
<td>3</td>
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<tr>
<td>COUN 691 (617) Pre-Practicum and Advanced Skills*</td>
<td>3</td>
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<tr>
<td>COUN 674 (613) Diagnostic Systems in Counseling*</td>
<td>3</td>
<td>✓</td>
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<tr>
<td>COUN 627 College Student Development &amp; College Counseling</td>
<td>3</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>COUN 628 Issues and Interventions in College Counseling</td>
<td>3</td>
<td>✓</td>
<td></td>
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<tr>
<td>COUN 682 (614) Family Counseling</td>
<td>3</td>
<td>✓</td>
<td></td>
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<tr>
<td>COUN 610 (615) Addictions Counseling</td>
<td>3</td>
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</table>

Practicum (Requires grade of a “B” or better for all courses denoted with an asterisk and full faculty approval.)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 693 (662) Practicum</td>
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</tbody>
</table>

Internship (Requires prior completion of practicum and full faculty approval.)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
<th>Required?</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 695 (664) Internship in Counseling</td>
<td>6</td>
<td>✓</td>
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</tbody>
</table>

Exit Requirements

Counselor Preparation Comprehensive Examination Date Passed: ____________________________

Advisor’s Name: ____________________________ Program must be completed by: ____________________________

Student Signature ____________________________ Advisor's Signature ____________________________ Program Coordinator Signature ____________________________
Instructor:

Class Meetings:

Office Hours:

Class Description:

This course provides a broad overview of the professional roles, functions, and goals of college counselors as well as issues particular to mental health counselors. Specific concepts to be reviewed include a history and overview of counseling as a profession, philosophical foundations, multicultural factors, services, credentialing, professional standards, and ethical and legal guidelines for practice.

This course explores college counseling as a profession, examines the diverse characteristics of today's college students, and details the variety of roles and services provided by college counselors. It provides an overview of the holistic, developmentally-based professional of college counseling.

Required Text:


Recommended Writing Resource:


Methods of Instruction:

Instruction will consist of lecture, use of the internet site designed for course administration and interaction, small group discussion, demonstrations, group experience, and videos/films.

Course Purpose and Objectives:

The purpose of this course is to provide students with an introduction to the founding principles of college counseling and how this fits in the area of student affairs. Students will learn about history and development of college counseling, roles and settings of college counselors as well as current trends and resources in the specific field of college counseling.
Students who actively participate and successfully meet course requirements will:

A. Describe the history and philosophy of the counseling profession and its specialty areas (CACREP 2016 Section 5.E.1.a.), including college counseling and student affairs. (CACREP 2016 5.E.1.a).

B. Explore organizational, management, and leadership theories relevant in higher education settings. (CACREP 2016 Section 5.E.1.c.)

C. Explore roles and settings of college counselors and student affairs professionals. (CACREP 2016 Section 5.E.2.a.).

D. Identify current trends in higher education and the diversity of higher education environments. (CACREP 2016 5.E.2.g.).

E. Investigate organizational culture, budgeting and finance, and personnel practices in higher education. (CACREP 2016 Section 5.E.2.h.).

F. Describe environmental, political, and cultural factors that affect the practice of counseling in higher education settings. (CACREP 2016 Section 5.E.2.i.).

G. Identify higher education resources to improve students learning, personal growth, professional identity development, and mental health. (CACREP 2016 Section 5.E.2.n.).

H. Explore use of multiple data sources to inform programs and services in higher education settings. (CACREP 2016 Section 5.E.3.e.).

Course Requirements:

Class Attendance and Participation. Students are expected to attend all classes and to participate fully in all aspects of the course. Class sessions will feature discussion, activity, and interactions specifically designed to promote experiential learning. Class dialogue and the exchange of ideas/experiences cannot be replicated; therefore, class attendance and participation are vital to the success of the course. Participation means not only attending class, but also being active in discussions. Students are expected to be prepared for class (completed readings, assignments, etc.) and ready to discuss their scholarly insights, related experiences, and questions.

Assignments. All assignments for this course must be original work. Everything submitted for grading should be typed, double-spaced, have one inch margins and include the student’s name. Also, these assignments should be only the page-length designated, no longer. All assignments are due on the date noted on your syllabus, unless otherwise indicated by the instructor. LATE ASSIGNMENTS WILL NOT BE GRADED. If a student must miss class on the day that an assignment is due, it may be dropped off in the instructor’s mailbox in Guyton Hall or sent electronically before or on the day it is due to receive full credit. Each assignment will be explained in class before it is due. If the absent student misses the explanation or a handout, he/she must ask a classmate. Students are responsible for all information missed.
In-class Quizzes. Pop quizzes on the reading from the text will be given in class over the course of the semester. These quizzes will cover the material up to and including the chapters designated on the syllabus for that week.

College Counselor Interview. To better understand the roles and functions of college counselors, students will conduct an in-depth, face-to-face interview with a college counselor currently working in the college counseling field. Faculty members may not be used to fulfill this assignment. Interview questions will be provided. *This course requirement addresses course objectives B, C, D, H, & J.*

Current Issues in CMHC Paper. Students will choose a college counseling topic not covered extensively in the course to gain a better understanding of the current issues, trends, or concerns in professional counseling. How to best choose a topic and potential subjects will be discussed in class. Once *approved by the instructor*, the student will write a 3-5 page, APA-style paper on the topic. Please note the page requirement is text-only, and a cover page and reference pages are also requisite. Papers will be graded on content, organization, writing skill and grammar, as well as APA-style adherence.

Resource Manual. Students will work in pairs to develop a resource manual of services available on a college campus of their choice. Each pair of students will complete a single manual that will be presented to the class on the assigned date. The manual should include any resource on campus or in the community that would be of help to students, their families, other professionals on campus, or the counselor. Each pair of students will determine what resources they want to include.

Final Exam. The exam is designed to reflect the body of knowledge covered over the entire semester and will focus largely on readings, in-class discussions, and missed quiz and midterm questions. The format of the exam will be discussed in class.

**Assignment Overview and Grading Scale**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interview</td>
<td>100 points</td>
<td></td>
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<tr>
<td>2. Paper</td>
<td>100 points</td>
<td></td>
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<tr>
<td>3. Manual</td>
<td>100 points</td>
<td></td>
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<tr>
<td>4. Quizzes</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>5. Final Exam</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>6. Attendance and Participation</td>
<td>100 points</td>
<td></td>
</tr>
</tbody>
</table>

Total 600 points

**Grading Scale:**

90% A 80% **B 70% C 60% D

* Assumes no loss of points for academic dishonesty, attendance and participation, or professional and ethical behavior.
** A grade of B- or higher is required in order to pass this course and have it count toward a master’s degree in counseling. A cumulative grade point average of at least a 3.0 is also required.
Other Requirements and Evaluation Criteria

1. Professional and Ethical Behavior
Students are expected to behave in accordance with the Code of Ethics of the American Counseling Association. The penalty for unethical or unprofessional behavior will include failure in this course and may also include dismissal from the Counseling Program and the University.

Professional behavior in class necessitates that you refrain from using electronic devices at any time unless specifically directed to do so by the instructor. Use of phones, computers, tablets or any other electronic devices during class will be considered unprofessional behavior. Students needing to use such devices due to disabilities will need to submit the appropriate documentation and meet with the instructor privately to discuss their needs.

2. Academic Integrity

University-Wide Policy: The University is conducted on a basis of common honesty. Dishonesty, cheating, or plagiarism, or knowingly furnishing false information to the University, are regarded as particularly serious offenses. Disruptive behavior in an academic situation or purposely harming academic facilities also is grounds for academic discipline. You are encouraged to carefully study this portion of the M Book, including the section on plagiarism, available online at http://conflictresolution.olemiss.edu/wp-content/uploads/sites/2/2014/09/MBook14.pdf

Instructor Policy: All students at the graduate level are expected to fully understand how to avoid plagiarism. Any student who plagiarizes and/or fails to appropriately credit others’ work, intentionally or unintentionally, or who engages in other forms of academic dishonesty will fail this course and may also be dismissed (expelled) from the Counseling Program and the University.

“F” and “I” International Students:

F and J students are required to report the following to the Office of International Programs (OIP), 331 Martindale, within ten (10) days of the event:
- Changes in your name, local address, major field of study, or source of funding.
- Changes in your degree-completion date
- Changes in your degree-level (ex. Bachelors to Masters)
- Intent to transfer to another school

Prior permission from OIP is needed for the following:
- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
- Employment on or off-campus
- Registering for more than one ONLINE course per term (F-visa only)
- Endorsing I-20 or DS-2019 for re-entry into the USA

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the OIP at 662-915-7404, not your instructor.
Students in Need of Assistance with Writing Assignments:
The instructor of this course expects students to submit quality written papers. Graduate students are expected to display a mastery of spelling, grammar, punctuation, organization, and APA style. Students in need of assistance with their writing assignments should utilize the university’s graduate writing center (http://rhetoric.olemiss.edu/writing-centers/gwc/) and other on-line resources (http://owl.english.purdue.edu/owl/resource/589/01/ and http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml and http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm#unintent).

Graduate Writing Center
405 Lamar Hall
662-915-3173
gwc@olemiss.edu
http://rhetoric.olemiss.edu/writing-centers/gwc/

The goal of the Graduate Writing Center (GWC) is to provide free consultations to help graduate students produce successful academic writing by further developing effective writing skills. Writers from any discipline or department are encouraged to seek assistance with any stage of the writing process: from conception to composition to revision, from first to final draft. We are here to help writers develop strategies to improve their own writing. Remember that we will make suggestions concerning your writing, but final decisions should always be made by you, as the author of your work, and your director or committee, if applicable. Graduate students are encouraged to make appointments for writing consultations well in advance of an assignment due date or document deadline. The calendar is set so that clients must schedule appointments one week in advance. If you have a more urgent deadline, you should contact Dr. Mischker directly.

Policies Related to Students (Candidates) with Disabilities:
It is the responsibility of any candidate with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will then be made by that office through the candidate to the instructor of this class. The instructor will be happy to work with the candidate so that a reasonable accommodation of any disability can be made. No retroactive accommodations are possible.

Classroom and On-line Civility Policy:
Counseling is a field requiring an empathetic response to conflicting issues. These issues require practicing and prospective counselors to respond politically, educationally, and emotionally. As such, this class expects and models respectful collaboration among students. Although students are encouraged to present alternative perspectives, it is expected that such differences are expressed with sensitivity toward other students, the instructor, and the field of counseling as a whole. Students should support their responses with the content of the class. At all times, everyone is expected to act in a civil and disciplined manner.

While in class:
• It is not acceptable to talk when someone else is speaking, including the instructor.
• The use of phones, computers, tablets or any other electronic devices during class will be considered unprofessional behavior. If it has a screen or it beeps, rings, or makes distracting noises, turn it off and put it away before coming to class.
• Food and drinks are permitted provided that they do not interfere with class lectures or activities.
While online:
- Use proper English and grammar.
- Engage in discussions pertinent to the assignments.
- Sign all online discussions with your first name.
- Do not use discussion "threads" as a form of grievance against the class, the instructor, other students, and/or the assignments. You are welcome to express any concerns you have regarding the class, but should do so by contacting the instructor directly.
- Do not use the class web page or the student email lists as a means for distributing non-class material (examples: jokes, email chain letters)

Course Calendar:

<table>
<thead>
<tr>
<th>Class</th>
<th>Readings</th>
<th>Assignments</th>
<th>CACREP Standards</th>
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<tr>
<td>#1</td>
<td>Syllabus Review</td>
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<tr>
<td>#2</td>
<td>Chapter 1- College Counseling: Past, Present and Future</td>
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<td>5.E.1.a,c.</td>
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<tr>
<td>#3</td>
<td>Chapter 2 – Multicultural Issues</td>
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<td>#4</td>
<td>Chapter 3 – Essential Services</td>
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<td>Chapter 5 – Professional Issues</td>
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<td>5.E.2.h</td>
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<td>#7</td>
<td>Chapter 6- Ethical &amp; Legal Issues</td>
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<td>#8</td>
<td>Chapter 7 – Depression &amp; Anxiety</td>
<td>Resource Manual Due</td>
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<td>#9</td>
<td>Assessment in College Counseling</td>
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<td>5.E.3.e</td>
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<td>#10</td>
<td>Environment, political, &amp; cultural factors</td>
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<td>5.E.2.i</td>
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<td>#11</td>
<td>Chapter 10- Crisis &amp; Trauma Counseling</td>
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<td>5.F.2.b</td>
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<td>#12</td>
<td>Chapter 11–Sexual Assault &amp; Harassment</td>
<td>Paper/ Presentation Due</td>
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<td>#13</td>
<td>Chapter 12 – Integrating Counseling into broader campus</td>
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<td>5.E.2.c</td>
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<tr>
<td>#14</td>
<td>FINAL EXAM</td>
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School of Education Mission
The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

School of Education Vision
We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.
Instructor:

Class Meetings:

Office Hours:

Catalog Description: This course examines theories of college student development and explores implications of these theories and related research to the practice of college counseling.


Methods of Instruction: This course will utilize lecture, full class discussions, small group activities, and outside projects.

Course Purpose and Objectives:

The purpose of the course will be to acquaint the student with the specialty fields of student affairs, including current and future issues, problems and trends with a focus on college counseling. Additionally, the class will examine the theory and research defining college counseling and student development, continue to engage in critical thinking and writing, help students to become comfortable presenting in front of a group, and to draw a connection between theory and practice, with a focus on student development and college counseling. Upon completion of this course, students will be able to demonstrate:

a. Understanding of student development theories relevant to student learning and personal, career, and identity development (CACREP 5.e.1.b, d.)

b. Familiarity with the roles and settings of college counselors and student affairs professionals (CACREP 5.e.2.a.)
c. Awareness of the roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions (CACREP 5.e.2.c.)
d. Awareness of the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education and of the environmental, political, and cultural factors that affect the practice of counseling in higher education settings (CACREP 5.e.2.i., j)
e. Awareness of higher education resources to improve student learning, personal growth, professional identity development, and mental health (CACREP 5.e.2.k, n.)
f. Understanding the unique needs of individuals in higher education settings including residents, commuters, distance learners, individuals with disabilities, adult learners, student athletes, nontraditional, international, transfer, and first-generations students. (CACREP 5.e.2.m.)
g. Practical knowledge of strategies to assist individuals in college with personal and social development. (CACREP 5.e.3.b.)

Course Requirements:

1. My Story : Exploring Student Development Through Your Own Experience:

This assignment asks you to write your own story. It should be a candid, thoughtful discussion of your self-understanding, not a theory-based paper. Please try not to rely on the readings you have completed for class when writing this narrative. Please use the following prompts to guide your thinking as you reflect on and write your story. You do not need to address every prompt, but please consider them all as you develop your story. This story will form the foundation for further analysis and reflection based on what you learn about student development theory throughout the semester. As you prepare for this assignment, please don’t underestimate the time it takes to write an integrative, reflective piece rather than a chronological descriptive story. Your narrative is limited to 5-7 double-spaced pages, so please think carefully about how you want to use that relatively short amount of space. (100 points)

Prompts:

- What significant experiences stand out for you in the previous four to five years [and/or as an undergraduate if this was more than 5 years ago]?
- Why are these experiences important to you?
- How have these experiences shaped who you are today?
- Who are you?
- What factors play into this vision of yourself?
- How have you come to see yourself this way?
- How do you relate to others?
- How have you come to this view of relationships?
- How would you ideally relate to others?
• What role do significant relationships play in how you see yourself?
• What role do significant relationships play in how you decide what to believe or do?
• What are some of your key beliefs and values?
• How did you come to hold these beliefs and values?
• How do you decide what to believe and value?
• What kind of experiences do you find challenging?
• Why do you think these experiences are challenging for you?

2. Application of Theory-

Choose one of the Student Development theories covered in class. For this paper you will write a theoretical analysis in which you reflect on your My Story assignment using the knowledge you gained through your study of that student development theory.

Although you should not summarize the theory, please be sure to integrate a sufficient amount of the theory into your discussion to demonstrate an understanding and to give meaning to how you are applying the theory to your narrative.

Note that this essay should be analytic, not just descriptive. That is, it is not a summary of your Story and theory, but an integrated analysis of the connections between the two. Include appropriate citations and a reference page, both in APA style. (4-5 double-spaced pages) (100 points)

3. Attendance & Participation

Since this class will be interactive in nature, each student is expected to attend class and participate fully in class.

4. Final Project

For your final project, you will write a paper describing how you would you use knowledge of Student Development theory together with your understanding of College Counseling to serve students through the department from which you interviewed the director. This will demonstrate your ability to apply the knowledge in a specific setting that provides specific services. Include citations and a reference page, both in APA style. (5-7 double-spaced pages) (100 points)
Assignment Overview and Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My Story</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2. Application of Theory</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>3. Attendance &amp; Participation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>4. Final Paper</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>

90%  A  
80%  **B**  
70%  C  
60%  D

* Assumes no loss of points for academic dishonesty, attendance and participation, or professional and ethical behavior.

** A grade of B- or higher is required in order to pass this course and have it count toward a master’s degree in counseling. A cumulative grade point average of at least a 3.0 is also required.

Other Requirements and Evaluation Criteria:

1. **Professional and Ethical Behavior**
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**Graduate Writing Center**

405 Lamar Hall  
662-915-3173  
gwc@olemiss.edu  
http://rhetoric.olemiss.edu/writing-centers/gwc/

The goal of the Graduate Writing Center (GWC) is to provide free consultations to help graduate students produce successful academic writing by further developing effective writing skills. Writers from any discipline or department are encouraged to seek assistance with any stage of the writing process: from conception to composition to revision, from first to final draft. We are here to help writers develop strategies to improve their own writing. Remember that we will make suggestions concerning your writing, but final decisions should always be made by you, as the author of your work, and your director or committee, if applicable.
Graduate students are encouraged to make appointments for writing consultations well in advance of an assignment due date or document deadline. The calendar is set so that clients must schedule appointments one week in advance. If you have a more urgent deadline, you should contact Dr. Mischker directly.

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Classroom and On-line Civility Policy:

Counseling is a field requiring an empathetic response to conflicting issues. These issues require practicing and prospective counselors to respond politically, educationally, and emotionally. As such, this class expects and models respectful collaboration among students. Although students are encouraged to present alternative perspectives, it is expected that such differences are expressed with sensitivity toward other students, the instructor, and the field of counseling as a whole. Students should support their responses with the content of the class. At all times, everyone is expected to act in a civil and disciplined manner.

While in class:
- It is not acceptable to talk when someone else is speaking, including the instructor.
- The use of phones, computers, tablets or any other electronic devices during class will be considered unprofessional behavior. If it has a screen or if it beeps, rings, or makes distracting noises, turn it off and put it away before coming to class.
- Food and drinks are permitted provided that they do not interfere with class lectures or activities.

While online:
- Use proper English and grammar.
- Engage in discussions pertinent to the assignments.
- Sign all online discussions with your first name.
- Do not use discussion “threads” as a form of grievance against the class, the instructor, other students, and/or the assignments. You are welcome to express any concerns you have regarding the class, but should do so by contacting the instructor directly.
- Do not use the class web page or the student email lists as a means for distributing non-class material (examples: jokes, email chain letters)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Assignments Due</th>
<th>CACREP Standards</th>
<th>Reading*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Orientation to the Course Introduction to Student Development Theory</td>
<td></td>
<td>1-Patton</td>
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<tr>
<td>2</td>
<td></td>
<td>Understanding and Using Student Development Theories</td>
<td>5.e.1.b 5.e.1.d</td>
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<tr>
<td>3</td>
<td></td>
<td>Cognitive and Intellectual Development Learning Styles</td>
<td>5.e.1.b 5.e.1.d 5.e.2k</td>
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<td>4</td>
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<td>Psychosocial Identity Development</td>
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<td>13-Patton My Story Paper</td>
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<td></td>
<td>Career Development</td>
<td>5.e.1.b 5.e.1.d</td>
<td>Reserve</td>
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<tr>
<td>6</td>
<td></td>
<td>Introduction to Social Identity Development</td>
<td>5.e.1.b 5.e.3.b</td>
<td>4-Patton</td>
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<tr>
<td>7</td>
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<td>Social Identity Development • Racial Identity Development • Ethnic Identity Development &amp; Acculturation</td>
<td>5.e.1.b 5.e.2.i 5.e.2.j</td>
<td>5-Patton 6-Patton</td>
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<td>8</td>
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<td>Social Identity Development • Sexual Identity Development • Gender and Gender Identity Development</td>
<td>5.e.1.b</td>
<td>7-Patton 8-Patton</td>
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<td>9</td>
<td></td>
<td>Social Identity Development • Development of Faith and Spirituality • Moral Development</td>
<td>5.e.1.b</td>
<td>9-Patton 15-Patton Application Paper</td>
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<td>Social Identity Development • Disability Identities &amp; Identity Development</td>
<td>5.e.1.b 5.e.2.m</td>
<td>10-Patton</td>
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<tr>
<td>11</td>
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<td>Social Identity Development • Social Class and Identity</td>
<td>5.e.1.b</td>
<td>11-Patton My Story paper</td>
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<td>Development of Self-Authorship</td>
<td>5.e.1.b</td>
<td>16-Patton</td>
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<tr>
<td>13</td>
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<td>College Counselors and Student Affairs Professionals as Partners in Using Student Development Theory</td>
<td>5.e.2.c 5.e.2.n 5.e.3.a</td>
<td>17-Patton</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Utilizing Student Development Theory within College Counseling</td>
<td>5.e.2.n 5.e.3.b</td>
<td>Field Project Due</td>
</tr>
<tr>
<td>15</td>
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<td>Final Exam</td>
<td>5.e.2.c</td>
<td>13-Hodges</td>
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<tr>
<td>16</td>
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<td>Course Closure</td>
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</tbody>
</table>

*All reading assignments are to be completed by the date listed.*
School of Education Mission

Imagination • Innovation • Inspire

Research-Based
Standards-Based
Knowledge-Based
Student-Centered

Professional Educators Reflective as

Advocates

Solutions

Technologists

Communicators

Problem Solvers

Lifelong Learners

School of Education
Mississippi University
COUN 628: Issues & Interventions in College Counseling

The Department of Leadership and Counselor Education

Instructor: 
Office: 
Phone: 
Email: 

Class Meetings: 
Office Hours: 

Class Description: This course provides opportunities for students to explore common problems experienced by college students who seek counseling; the role of college counselors in assessing students in crisis or at risk for mental health and behavioral disorders; treatment modalities commonly used in college counseling centers; legal and ethical issues specific to college counseling; and the role of college counselors in consulting and providing supervision.

Course Purpose and Objectives: 
The primary objective of this course is to prepare students for professional practice in a college counseling setting. Focus will be placed on a college counselor's role and responsibilities on a college or university campus, higher education policies and programs, and collaboration with other higher education professionals, while exploring contemporary issues such as violence prevention, behavioral and risk assessments, and substance abuse issues on a college campus. At the end of the course each student is expected to know:

1. The roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma (CACREP 5.E.2.b)
2. The characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders (CACREP 5.E.2.d)
3. The models of violence prevention in higher education settings (CACREP 5.E.2.e)
4. The policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings (CACREP 5.E.2.f)
5. The higher education resources to improve student learning, personal growth, professional identity development, and mental health (CACREP 5.E.2.g)
6. The ethical and legal considerations specifically related to the practice of college counseling & student affairs. (CACREP 5.E.2.h)
7. How to collaborate within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings. (CACREP 5.E.3.a)

8. How to provide interventions related to a broad range of mental health issues for individuals in higher education settings (CACREP 5.E.3.c)

9. How to plan strategies for addiction prevention and intervention for individuals in higher education settings (CACREP 5.E.3.d)

Required Texts:


**Highly Recommended Readings**


Recommended Writing Resource:


Course Requirements:

1. **Attendance and Participation**
   In the past, successful students have found it useful to be on time and prepared for each class.
   This is accomplished by:
   a. Attending each class
   b. Having all assigned readings completed
   c. Participation in class discussions.

   Students are responsible for all information disseminated in class (even if the student is absent).

2. **Professional Values Paper**
   The purpose of this paper is to compare and contrast the values of the profession of counseling with your own personal values. Where do they agree, where might they diverge? How will you handle those times when your client may hold values that are different or opposite of your own? How will you handle those times when the values are enmeshed?
   - You are to search and identify the values professional counseling (hint: search counseling codes of ethics from other countries as well as ACA codes.)
   - You are to clearly articulate your own values and their origins (e.g., family, religion, cultural identity). What values have your continued, rejected, modified to make you who you are today?
   - Compare and contrast those values.
   - What values might a client bring that challenges you? Reflect on why.
   - Identify those steps you will take if (or when) your client presents with values that are different or in opposition to your own values. Be sure to identify specific codes within the ethics that guide your steps.
   - This paper will not exceed 7 pages (excluding title & reference pages) and will use the current APA style manual.

   Required readings for this paper are listed below. It is my expectation that they will be cited in your paper.


3. Mock Job Search
This assignment requires students to:

- Make a thorough review of current job announcements that you want to consider following graduation. The review should include local and campus postings and/or websites or listservs (PICC site: http://www.universitycounselingjobs.com/, and the Chronicle of Higher Education (http://chronicle.com/jobs/) & Inside Higher Education (http://www.insidehighered.com/careers).
- Identify a plausible position and select the job announcement you will focus on for this search.
- Develop a cover letter and resume for the job announcement selected. If you need help developing a resume or cover letter, please consult with Career Development Center on campus or your adviser.

Your resumes, cover letters, and job announcements will be reviewed by a professional in the field and feedback offered.

4. Ethical Dilemma and Decision Making
Each student will develop an ethical dilemma to present to the class.

- The dilemma will be written (approximately 1 page).
- Pay particular attention to diversity/multicultural issues.
- The presentation will involve facilitating the class in a ~15 minute discussion of the dilemma.
  - You are to outline your decision making process with at least 3 possible conclusions.
  - You will diagram your decision making process on a flow chart to be shared with the instructor and class.
  - For each conclusion you are to outline the possible legal and ethical consequences.

Your decision-making process, along with the dilemma, will be presented in a paper to the instructor. No page limit. You are not to reveal your conclusions to the class but use them as discussion starters. You will want to review Francis (in press) and Cotton & Claus (2000) article on decision making models.

In writing your paper, you are to take the following into account:

1) In making decisions that involve ethical dilemmas, you will identify relevant ethical standards and laws, ethical principles, and personal values.

2) You will use multiple components (ethical standards, laws, personal values, ethical principles) of decision-making models.

3) Your awareness of how you are making decisions will improve. You will be able to explain how they use these components in your decisions.

4) You will move toward the integration of personal values and professional ethics and demonstrate that in the paper. You will begin to reconcile your own values with professional ethics.
5. College Counseling Outreach Presentation Project
It is a common task among college counselors to make presentations to groups (residence halls, fraternities & sororities, student affairs, etc…) on issues of mental health and college students (e.g., depression, test anxiety, eating disorders, relationship issues, managing emotions, adjusting to college, time management, etc). It is not uncommon to be required to make a presentation when interviewing for a job.

- You are to create a ~15-20 minute PowerPoint presentation on a subject related to a common issue for college students or college professionals about college students.
- Pay particular attention to the experiences of socially, culturally, and/or diverse populations on the college campus.

6. College Counseling Collaboration Project
College counselor must work closely with other higher education departments to educate, promote, and support mental health on a college or university campus. For this project, you will identify a department of higher education and create a program to educate students or staff about the impacts of higher education and college student success.

- You are to present your program to the class via PowerPoint as if we were the stakeholders involved
- Identify a higher education department that works closely with college counseling centers
- Identify an individual within that department to design a program that incorporates college mental health and the goals of the external department
- Work with the individual to develop a goal for the collaboration and educational program
- Design a program that could be used to support the academic, social, or emotional growth of students

7. Readings
You are to have all readings completed prior to class time. Additionally, you are to read Michigan law and relate it to the subjects we will be discussing and referencing them for your assignments as appropriate. Course Calendar may change depending on the needs of the students, instructor, or university.

Assignment Overview and Grading Scale*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Values Paper</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>College Counseling Collaboration Project</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Mock Job Search</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Case Study Discussion Lead</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Ethical Dilemma and Decision Making</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>College Counseling Outreach Presentation</td>
<td></td>
<td>15</td>
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<tr>
<td>Exam</td>
<td></td>
<td>50</td>
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</tbody>
</table>

Points total = 150 points
Grading Scale

<table>
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<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>66-70</td>
</tr>
<tr>
<td>F</td>
<td>65 and below</td>
</tr>
</tbody>
</table>

* Assumes no loss of points for academic dishonesty, attendance and participation, or professional and ethical behavior.
** A grade of B- or higher is required in order to pass this course and have it count toward a master's degree in counseling. A cumulative grade point average of at least a 3.0 is also required.

Other Requirements and Evaluation Criteria:

1. Attendance and Participation
   Students are expected to attend all class meetings and to participate fully in class. Non-attendance and/or non-participation may result in grade reduction. However, please do not put your colleagues and the university community at risk if you have symptoms of a contagious illness.

2. Timely Submission of Assignments
   All assignments are due by 4:00 p.m. on the stated due date. The assignment must be submitted electronically using BlackBoard in order to be considered "on time." All late assignments, including those submitted after 4:00 p.m. on the due date, will be penalized by 2 points per day. Requests for extensions must be received at least 24 hours prior to the due date in order to avoid penalty.

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Flexibility Clause:
The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change at the Instructor's discretion. Students' experiences and needs as well as emerging knowledge, will be considered in modifying this course syllabus. However, all students will be notified of any and all changes and provided with an updated copy of the new syllabus.

Course Calendar

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<thead>
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<th>Date</th>
<th>Topics and Assignments Due</th>
<th>Reading</th>
<th>CACREP Standards</th>
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</thead>
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<td>Course Introduction</td>
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<td>Syllabus</td>
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<td>College Counseling: Past Present, and Future</td>
<td>Chapter 1</td>
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<td>Multicultural Counseling Competency and Diversity Issues</td>
<td>Chapter 2</td>
<td>2d</td>
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<td>Essential Services in College Counseling</td>
<td>Chapter 3</td>
<td>2b</td>
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<td>Treatment Modalities in a College or University Setting</td>
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<td>Personal Values Paper</td>
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<td>Collaboration with other Higher Education Professionals</td>
<td>Chapter 14</td>
<td>2b, 3a</td>
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<td>Career and Academic Counseling and Auxiliary Services</td>
<td>Chapter 4</td>
<td>2b</td>
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<td>Professional Issues in College Counseling Center Staffing</td>
<td>Chapter 5</td>
<td>2b</td>
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<td>Mock Job Search</td>
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<td></td>
<td>Ethical and Legal Issues in College and University Counseling</td>
<td>Chapter 6</td>
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<td>Assessing Depression and Anxiety Related Disorders in a College Population</td>
<td>Chapter 7</td>
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<td>Addictions and Substance Abuse in a College Population</td>
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<td>2d, 2f, 3d</td>
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<td>Complex Mental Health Issues on the College Campus</td>
<td>Chapter 9</td>
<td>2a, 2b, 2c, 2d</td>
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<td>College Counseling Collaboration Project</td>
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<td>Violence Prevention on the College Campus</td>
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<td>Crisis and Trauma Counseling</td>
<td>Chapter 10 and 11</td>
<td>1e, 2d, 2e</td>
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<td>Working with Special Populations</td>
<td>Chapter 12</td>
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<td>College Outreach Project Presentations</td>
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<td>Ethics Dilemma Presentations</td>
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<td>Final Exam</td>
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School of Education Mission
The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

School of Education Vision
We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.
COUN 733: College Teaching in Counselor Education

Department of Leadership and Counselor Education
The University of Mississippi

Semester

Instructor:
Name:
Office:
Phone:
E-Mail:

Class Meetings:

Office Hours:

Catalog Description:
Explores pedagogy, andragogy, course design, assessment of learning, and instructional delivery methods specific to graduate level counselor education programs.
(3 credit hours)

Required Text:

Optional Text:

Purpose of the Course:
The purpose of this course is to explore, develop, and critically reflect on teaching and developing counselors. Students will learn various instructional methods for best practices in teaching within counselor education programs.

Methods of Instruction:
This course will utilize a seminar style which includes class discussion, lectures, and presentations.
Course Objectives

As a result of this course, students will be able to
1. Identify the roles and responsibilities related to educating future counselors. (CACREP Doctoral Standards 3a)
2. Articulate pedagogical and andragogical concepts as they apply to teaching methods relevant to counselor education. (CACREP Doctoral Standards 3b)
3. Give examples of ethical and culturally relevant strategies used in counselor preparation (CACREP Doctoral Standards 3h)
4. Select various forms of assessment of learning and evaluation methods relevant to counselor education (CACREP Doctoral Standards 3d, 3g)
5. Design and deliver instructional curriculum. (CACREP Doctoral Standards 3d)
6. Explain strategies for effective use of technology in teaching and online education. (CACREP Doctoral Standards 3e)

School of Education Conceptual Framework

School of Education Mission
The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

School of Education Vision
We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.
Unit Major (M) and Minor (m) Themes/Outcomes:

- Lifelong learners who take responsibility for their own learning and continuously foster their professional renewal. (m)
- Problem solvers who develop solutions to improve the educational environment for all students. (M)
- Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (M)
- Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)
- Advocates for diverse learners who appreciate, promote, and model the values of diversity. (m)

Knowledge Base Major (M) and Minor (M) Themes:
Counselors as Facilitators of Development. The core areas that comprise the knowledge base are:

1. Counseling (m)
2. Supervision (m)
3. Teaching (M)
4. Research and Scholarship (m)
5. Leadership and Advocacy (m)

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Counselor Educ.</th>
<th>Teaching Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Developing a Teaching Philosophy (CACREP Standard 3b, 3d)</td>
<td>Assigned Readings</td>
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<tr>
<td>2</td>
<td></td>
<td>Roles and Responsibilities in Teaching Counselor Education (CACREP Standard 3a)</td>
<td>Chapter 1-3</td>
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<td>3</td>
<td></td>
<td>Models of adult development and learning strategies (CACREP Standard 3c, 3d, 3f)</td>
<td>Chapter 4</td>
<td>Chapter 1</td>
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<td></td>
<td>Teaching Methods/Styles (CACREP Standard 3d, 3g)</td>
<td>Chapter 5</td>
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<td>Course Preparations-CACREP Standards (CACREP Standard 3f)</td>
<td>Assigned Readings Chapter 6-22</td>
<td>Chapter 2</td>
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<tr>
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<td>Creating a Syllabus (CACREP Standard 3a, 3b, 3d,3g)</td>
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<tr>
<td>6</td>
<td></td>
<td>Lesson Planning</td>
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<td>Due: Syllabus Draft Due</td>
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<td>* Due: Syllabus Draft Due</td>
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<td>7</td>
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<td>Ethical and Culturally Relevant Teaching Strategies (CACREP Standard 3h)</td>
<td>Chapters 11-13</td>
<td>Due: Teaching Philosophy Statement</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Counselor Educ.</td>
<td>Teaching Tips</td>
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<td>8</td>
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<td>Meeting Students and Building Relationships (CACREP Standard 3a, 3h, 3f, 3i)</td>
<td>Chapter 23</td>
<td>Chapter 3</td>
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<td>9</td>
<td></td>
<td>Effective Delivery of Lectures (CACREP Standard 3b, 3d)</td>
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<td>• Due: Lesson Plan</td>
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<td>10</td>
<td></td>
<td>Making Use of Seminars: Basic skills for facilitating discussion (CACREP Standard 3b, 3c)</td>
<td>Chapter 4-6, 14-15</td>
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<td>Flipped Classroom Strategies: Facilitation of group work in the classroom (CACREP Standard 3d)</td>
<td>Assigned Readings</td>
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<tr>
<td>11</td>
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<td>Assessment and Evaluation (CACREP Standard 3g)</td>
<td>Chapter 7</td>
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<tr>
<td>12</td>
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<td>Test Construction (CACREP Standard 3g, 3f)</td>
<td>Chapter 8-10</td>
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<tr>
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<td>• Due: Assessment of Learning: Grading</td>
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<tr>
<td>13</td>
<td></td>
<td>Teaching with Technology (CACREP Standard 3e)</td>
<td>Chapter 24-25</td>
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<tr>
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<td>• Due: Assessment of Learning: Test Design</td>
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<td>14</td>
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<td>Online Education</td>
<td></td>
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<tr>
<td>15</td>
<td></td>
<td>Learning Management Systems</td>
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Course Requirements and Evaluation Procedures

A. Course Requirements - Assignments

Statement of Teaching Philosophy
Each student will develop a statement of teaching philosophy. Your paper should be 2-3 pages in length. Please use APA formatting.

Syllabus Design
Each student will develop a syllabus that could be used while teaching a course in counselor education. The syllabus should be geared toward one of the CACREP core courses (i.e. - Skills, Theories, Group, etc...). A course shell will be provided.

Lesson Plan
Each student will develop a plan for a 2.5 hour class session. The plan will specify the learning objectives, the content to be covered, and the timeline for activities.

Assessment of Learning: Grading
Each student will grade an actual student paper use evaluation methods relevant to counselor education students.
Assessment of Learning: Test Design
Each student will design an exam that assesses student learning. The student will be asked to use evaluation methods relevant to counselor education students.

B. Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>First Due</th>
<th>Final Due</th>
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<tbody>
<tr>
<td>Statement of Teaching Philosophy</td>
<td>20 points</td>
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<tr>
<td>Syllabus Design</td>
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<td></td>
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<tr>
<td>Lesson Plan</td>
<td>20 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Learning: Grading</td>
<td>20 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of Learning: Test Design</td>
<td>20 points</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>100 points</td>
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Grading Scale. Grades* will be assigned based on the following percentages:

94%  A  80%  B-
90%  A-  77%  C+
87%  B+  73%  C
83%  B   70%  C-

* Assumes no loss of points for academic dishonesty, attendance and participation, or professional and ethical behavior.

C. Course Requirements – Other Expectations

Class Attendance and Participation. Students are expected to attend all class meetings and to participate fully in class. Non-attendance and/or non-participation may result in grade reduction. However, please do not put your colleagues and the university community at risk if you have symptoms of a contagious illness.

Timely Submission of Assignments. All assignments are due by the beginning of class on the stated due date. The assignment must be submitted electronically using BlackBoard in order to be considered “on time.” All late assignments, including those submitted after 3:00 p.m. on the due date, will be penalized by 2 points per day. Requests for extensions must be received at least 24 hours prior to the due date in order to avoid penalty.

Academic Integrity
University-Wide Policy: The University is conducted on a basis of common honesty. Dishonesty, cheating, or plagiarism, or knowingly furnishing false information to the University, are regarded as particularly serious offenses. Disruptive behavior in an
academic situation or purposely harming academic facilities also is grounds for academic discipline. You are encouraged to carefully study this portion of the M Book, including the section on plagiarism, available online at http://conflictresolution.olemiss.edu/wp-content/uploads/sites/2/2014/09/MBook14.pdf

Instructor Policy: All students at the graduate level are expected to fully understand how to avoid plagiarism. Any student who plagiarizes and/or fails to appropriately credit others’ work, intentionally or unintentionally, or who engages in other forms of academic dishonesty will fail this course and may also be dismissed (expelled) from the Counseling Program and the University.

Students in Need of Assistance with Writing Assignments:

The instructor of this course expects students to submit quality written papers. Doctoral students are expected to display a mastery of spelling, grammar, punctuation, organization, and APA style. Students in need of assistance with their writing assignments should utilize the university’s graduate writing center. The goal of the Graduate Writing Center (GWC) is to provide free consultations to help graduate students produce successful academic writing by further developing effective writing skills. Writers from any discipline or department are encouraged to seek assistance with any stage of the writing process: from conception to composition to revision, from first to final draft. We are here to help writers develop strategies to improve their own writing. Remember that we will make suggestions concerning your writing, but final decisions should always be made by you, as the author of your work, and your director or committee, if applicable. Graduate students are encouraged to make appointments for writing consultations well in advance of an assignment due date or document deadline. The calendar is set so that clients must schedule appointments one week in advance. If you have a more urgent deadline, you should contact Dr. Mischker directly.

Graduate Writing Center
405 Lamar Hall 662-915-3173
gwc@olemiss.edu http://rhetoric.olemiss.edu/writing-centers/gwc/

"F" and "J" International Students:

F and J students are required to report the following to the Office of International Programs (OIP), 331 Martindale, within ten (10) days of the event:
- Changes in your name, local address, major field of study, or source of funding.
- Changes in your degree-completion date
- Changes in your degree-level (ex. Bachelors to Masters)
- Intent to transfer to another school
Prior permission from OIP is needed for the following:
- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
- Employment on or off-campus
- Registering for more than one ONLINE course per term (F-visa only)
- Endorsing I-20 or DS-2019 for re-entry into the USA
Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the OIP at 662-915-7404, not your instructor.
Policies Related to Students (Candidates) with Disabilities

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation or to accurate assessment of your achievement, please contact the Office of Student Disability Services (662-915-7128). To request a reasonable accommodation, it is your responsibility to contact this office to obtain an Instructor Notification Form. The instructor will be happy to work with the candidate so that a reasonable accommodation of any disability can be made. No retroactive accommodations will be granted.