INTRODUCTION TO PROFESSIONAL SCHOOL COUNSELING
CSP 659
Walter B. Roberts, Jr.
Armstrong Hall 107-E    Phone 389-5659
E-mail: walter.roberts@mnsu.edu

Every attempt is made to accommodate students with disabilities. If you are a student with a documented
disability, contact the Instructor of the course as early in the semester as possible to discuss necessary
accommodations. You may also contact the MSUM Disability Services Office at 507-389-2825 (V) or
800-627-3529 (MRS/TTY).

COURSE OBJECTIVE: To introduce the profession of K-12 school counseling to those
employed or considering employment in the school setting and to those in
administrative positions who require a working knowledge of the role and function of
the professional school counselor. The course is applicable to all personnel working in a
school environment who wish to understand the role of the professional school
counselor. Additionally, the course meets the CACREP national accreditation
standards by introducing students to the eight core content areas of professional
identity, social and cultural diversity, career development, the helping relationship,
group work, assessment, and research and program evaluation, as well as the CACREP
school counseling program standards in the foundational, contextual, and knowledge
and skills dimensions.

REQUIRED TEXTS:
ed.). Alexandria, VA; American Counseling Association.

RECOMMENDED TEXT for PROGRAM STUDENTS:

GENERAL COURSE REQUIREMENTS:
• Completion of all class assignments on time and at the highest standard
expected of graduate level work (See Research Requirements for the Course below).

• Attendance at all class sessions and assigned functions. Students must notify the
Professor of the course as to the reason for any absence. Each absence deemed by the
Professor to be inappropriate, excessive, or impairing the learning of the student will
result in a 10% reduction of the student’s final grade. Note. CSP Department Policy:
Students are expected to attend all scheduled and announced classes unless extenuating
circumstances exist. All absences must be explained to the Instructor of the course.
Unexcused absences as determined by the Instructor may result in full final grade level
reductions at the discretion of the Instructor of the course. Students missing 3 class
periods will receive an automatic grade of F (or no credit) and, those in the Program,
will be required to retake the course prior to completion of degree or program
requirements. Appeals of grade reductions for missed classes may come before the full
department for review.
• **Participation in all class discussions and activities.** The expression of student understanding and perceptions of their roles as they relate to the profession of school counseling and the discourse following such statements and questions play a vital role in discovering who the individual student is in relation to the profession of his/her choice.

**GRADING:** Grading is on an absolute scale by percentage. Grade categories are as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
</tbody>
</table>

Effective the 0809 academic year, MSU Mankato policy allows grade “shading” for more accurate assessment of student performance. Grades of “+” or “-” will be recorded according to this policy. Full details of the university grading policy is found at [http://www.mnsu.edu/acadaf/policies/Grading_2008.pdf](http://www.mnsu.edu/acadaf/policies/Grading_2008.pdf)

Weights of required class assignments are as follows:

- Midterm Examination: 35%
- Research Component: 30%
- Final Examination: 35%

A final grade below the B level is unacceptable for professional school counseling students enrolled in the course. A student will be required to remediate areas of deficiencies or retake the class per recommendation of her/his Faculty Advisor if performance in CSP 659 is unacceptable to the CSP Department or the Professional School Counseling Program.

**RESEARCH REQUIREMENT OF THE COURSE:**

• **APA Style.** All written assignment submissions are to adhere to APA writing style per standards set forth in the *Publication manual of the American Psychological Association* (5th edition). Failure to follow this professional style of writing will result in reduced grades on submissions deemed inappropriate by the Instructor of the course. *Grammatical, punctuation, and spelling errors are wholly unacceptable for students at the masters degree level of academia.* Students are required to have excellent communication skills--both oral and written--in the profession of school counseling.

• **Research & Writing Component.** In an effort to facilitate **CSP degree-seeking student** completion of the alternate plan paper (APP) or thesis requirements, as well as encouraging review of the professional literature, all introductory classes require the completion of a prospectus paper prior to the conclusion of the course. Details of this requirement will be explained in class.

*Non-CSP students, nondegree-seeking students, and licensure-only students* have an alternative assignment. These students are required to read a specified number of articles from professional counseling journals and provide written summaries of these articles as a component of their final grade. Details will be provided in class.