# Description: Description: nccu_logo

# North Carolina Central University

# Department of Allied Professions

# *“Communicating to Succeed”*

**Mission:**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is to prepare educational professional to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Central to this aim is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community. The primary focus of the counselor education mission is to prepare professional counselors who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment. The guiding conceptual framework for all programs in the School of Education is stated as preparing educators for diverse cultural contexts.

**The School of Education’s Vision**:

To Prepare Educators for Diverse Cultural Contexts and Advance Teaching, Scholarship, and Service through Diversity, Partnership, and Technology.

**Counselor Education Mission:**

North Carolina Central University is located in Durham, a fairly urban area in central North Carolina. Nearby regions include rural areas, as well as the Research Triangle Park. The Counselor Education Program prepares professional counselors to work in career, school, and mental health settings who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. Faculty are expected to teach and mentor students, serve the community and profession, and conduct and disseminate research.

# **Course Information**:

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| Semester/Year | Spring 2019 |
| Course Name  | Advance School Counseling - Online |
| Course Prefix/Number/Section | CON 5304 – OL |
| Course Location | Online |
| Course Meeting Days/Times | January 9th **(Mandatory Orientation),** January 23rd, February 6th, February 20th, March 6th, March 20th, **(Jan – March Mandatory WebEx Group Meeting)**, April 3rd, April 17, April 24 **(April meeting is Mandatory Presentation Time)**Time: 6:30 p.m. - 8:30 p.m. via WebEx |
| Clinical Experience, Internship, Fieldwork | Clinical experience |
| Credit Hours | 3 |
| Prerequisites | Admission into a Graduate School |
| Course type (DAY/WEC, Graduate) Graduate) | Graduate |

### Instructor Information:

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| Instructor | Dr. Levette S. Dames, RN, Licensed K-12 School Counselor (NC) |
| Office Location | SOE 2123 |
| Office Hours | Tues. 12 - 3 pm & 6:30 – 7:30 pm.; Wed.,10 am – 12 p.m. (Online); Thurs. 11 - 3 p.m. Mon., and Friday, Grant, Research and Service DaysI will like to meet at least once a semester via virtual office hours. Please make an appointment for virtual hours. |
| Office Phone Number | 919-530-6212 |
| Alternate Phone Number | Juls Joyner: 919-530-7289 |
| E-mail address | lsdames@nccu.edu |
| **Email Turn-around:** | You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response on Monday.  |
| **Grade Turn-around**: | Feedback and grading will take two weeks after due date. |

**Course Catalog Description**

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| This course provides an understanding of the planning, organizing, implementation, and evaluation of a comprehensive developmental school counseling program. This class has as a prerequisite, CON 5303 – Introduction to School Counseling. This course is an advanced level course for school counseling students. The overall purpose of this course is to facilitate experiential learning in the design, implementation, monitoring, evaluation, and accountability of a comprehensive developmental school counseling program using the ASCA National Model’s framework. A major emphasis of this course will be the accountability imperative for school counselors. The topics examined in this course include the following: developing and utilizing a comprehensive school counseling program for k-12 children & adolescents; designing a guidance curriculum with components of academic, career, and personal/social development; models for delivering comprehensive school counseling programs; classroom guidance delivery including classroom management; special issues surrounding student services and student advocacy; consultation and leadership with all partners; school crisis planning; ethical, legal, and emerging issues in school counseling; and school counseling program accountability.This course is a 3-semester hour graduate credit class and is a requirement for all school counseling majors.**Textbooks**American School Counselor Association (2012) *The ASCA National Model: A framework*  *for school counseling programs* (3rd ed.). Author. ISBN-10: 1929289324*The ASCA National Model: A framework for school counseling programs* **Four easy ways to order:**Online: *www.schoolcounselor.org*Phone: (800) 401-2404Fax: (703) 661-1501Mail: ASCA Publications,P.O. Box 960, Herndon, VA 20172American Psychological Association (2001). *Publication manual of the American*  *Psychological Association* (6th ed.). Washington, DC: Author.Parikh Foxx, S., Baker, S. B., & Gerler, E. R., Jr. (2016). *School counseling for the* *twenty-first century* (6th ed.) New York, NY: Routledge/Taylor & Francis Group. ISBN: 978-1-138-83828-4Praxis II Professional School Counselor (5421) Exam Flashcard Study System: Praxis II Test  Practice Questions & Review for the Praxis II: Subject Assessments (Cards). ISBN-13: 978- 1627339186 [https://www.amazon.com/Praxis-Professional-School-Counselor-](https://www.amazon.com/Praxis-Professional-School-Counselor-%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20Flashcard/dp/1627339183/ref%3Dsr_1_2?ie=UTF8&qid=1545838249&sr=8-2&keywords=praxis+school+counselor+study+guide)  [Flashcard/dp/1627339183/ref=sr\_1\_2?ie=UTF8&qid=1545838249&sr=8-2&keywords=praxis+school+counselor+study+guide](https://www.amazon.com/Praxis-Professional-School-Counselor-%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20Flashcard/dp/1627339183/ref%3Dsr_1_2?ie=UTF8&qid=1545838249&sr=8-2&keywords=praxis+school+counselor+study+guide)Stone, C., & Dahir, C. A. (2015). *The transformed school counselor 3rd Edition*. Nelson (MindTap) **MindTap Unlimited Accessed Textbooks:**MindTap is required for this course.  You can purchase MindTap at the bookstore or directly from Cengage when you register your course materials. If you have a Cengage Unlimited subscription, you can access your digital course materials without an additional purchase.  With Cengage Unlimited access, all digital Cengage course materials for this term are provided with your subscription.  No additional purchase is required.   Please note if the total cost for Cengage course materials for all your courses exceeds $119.99, then Cengage Unlimited is the best value for this course.  An optional hard copy text can be rented for only the cost of shipping ($7.99) or loose-leaf texts can be purchased at a nominal cost.  Details are available once you activate your Cengage Unlimited access.   As for Cengage Unlimited, here’s the three Printed Access Card Options at the bookstore:

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| 9780357700037 | PAC CENGAGE UNLIMITED 4 MONTH  |
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| 9780357700051 | PAC CENGAGE UNLIMITED 24 MONTH  |

(Cengagebrain.com), then here are those ISBNs:

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| 9780357700006 | IAC CENGAGE UNLIMITED 4 MONTH |
| 9780357700013 | IAC CENGAGE UNLIMITED 12 MONTH |
| 9780357700020 | IAC CENGAGE UNLIMITED 24 MONTH |

 **Purpose and Structure of Course**The purpose of this course is to expose students into the daily day to day life of being an effective school counselor by building a Comprehensive School Counseling Program (CSCP) from the bottom up. It will also assist in students to prepare for first day of school as a school counselor. The structure of the course is in four units with one part of the CSCP due at least every week in the semester.**Method of Teaching:**Students will also learn through lecture, reading, presentations, guest speakers, and active participation in WebEx setting, video, and role-play simulations. *ALL WEBEX CLASS IS MANDADTORY* and will be done every other week until April 17th, 2019. January 9th (Mandatory Orientation), Mandatory Group Work will be done (January 23rd, February 6th, February 20th, March 6th, March 20th, (Mandatory Presentation April 3rd, April 17).WebEx class attendance and participation are essential and integral parts of class. Students will be expected to attend group work during the agreed times for the *WebEx* mandatory meeting or a different time set by the majority of the group. Students will be active learners as they demonstrate strategies and techniques used in assigned school counseling topics. The course will utilize *WebEx*, Blackboard for handouts, announcements, and all course documents. |
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**Counselor Education Program Objectives**

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice integrating research data into

 evidence based practices;

2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;

3. Formulate a professional identity that responds to the needs of their client

 populations while utilizing culturally competent practices and appropriate assessment

 tools and procedures;

4. Act with expertise in individual, group, and family counseling with diverse clients on

 personal, social, emotional, career, and educational issues that impact development

 across their lifespan;

5. Develop leadership ability and advocate to meet client needs and to remove

 individual and systemic barriers to development and consult with other professionals

 concerning the developmental needs of culturally diverse clients;

6. Build and sustain collaborative partnerships with stakeholders for promoting social

 justice, equity, and access.

**School Counseling Mission and Program Learning Outcomes:**

The mission of the school counseling program is to prepare school counselors who will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. The school counseling program provides students with all the curricular and supervised experiences required by the Department of Public Instruction (DPI) for NC licensure as a professional school counselor. Students must successfully pass the Praxis II specialty test in school counseling in addition to completing the 60-hour plan of study in order to be licensed by the DPI.

The school counseling program has the following program learning outcomes. The program develops school counselors who:

1. Implement a comprehensive developmental counseling program that is data-driven in

 elementary, middle, and secondary schools based upon the ASCA National Model.

2. Identify and evaluate the academic, career, and personal/social development of all K-

 12 students, including those with special needs.

3. Apply legal and ethical standards related to school counseling and educational policy.

4. Counsel with cultural competence all individuals and groups and advocate for an

 equitable school climate that removes barriers to effective learning.

**Specific Student Learning Outcomes and Assessments:**

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| The content and experiences of this course are sequenced such that students will be able to:* Identify, organize, and administer a comprehensive developmental counseling program in elementary, middle, and secondary schools based upon the ASCA National Model.
* Practice with a philosophy of school counseling that is comprehensive, developmentally appropriate to K-12 students, proactive, and responsive to all educational stakeholders.
* Identify and evaluate the academic, career, and personal/social development of all K-12 students, including those with special needs.
* Articulate, model, and advocate for a contemporary school counselor identity and program.
* Apply legal and ethical standards related to school counseling and educational policy.
* Counsel with cultural competence all individuals and groups and advocate for an equitable school climate that removes barriers to effective learning.
* Generate a data-driven school counseling program focused upon accountability.
* Promote safe schools through leadership in school emergency plans, in suicide assessment and intervention, in mental health intervention & referral, and in proactive programming around contemporary issues facing children and adolescents.
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**COURSE OBJECTIVES (CACREP STANDARDS)**

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| This course responds to the following CACREP Standards 2016. These include curricular experiences and demonstrated knowledge in core areas required of all students in the program in addition to relevant standards for School Counseling Programs.**CACREP 2.F. 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**- studies that provide an understanding of all of the following aspects of professional functioning:* Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling [CACREP 2.F.1.i.].

**CACREP 2.F. 2. SOCIAL AND CULTURAL DIVERSITY-** studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including the following:* The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others [CACREP 2.F.2.d.].

**CACREP 2.F. 3. HUMAN GROWTH AND DEVELOPMENT**- studies that provide an understanding of the nature and needs of individuals at all developmental levels, including the following: * Theories of individual and family development across the lifespan [CACREP 2.G.3.a].
* Theories of learning [CACREP 2.G.3.b].

**CACREP 2.F. 4. CAREER DEVELOPMENT**-studies that provide an understanding of career development and related life factors, including:* Strategies for career development program planning, organization, implementation, administration, and evaluation [CACREP 2.F.4.f];
* Career and educational planning, placement, follow-up, and evaluation [CACREP 2.F.4.g-i];

**CAREP 2.F. 5. COUNSELING AND HELPING RELATIONSHIPS**-studies that provide an understanding of counseling and consultation processes, including:* Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientation, and skills [CACREP 2.F.5.d,f.];
* An understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries [CACREP 2.F.5.a, c, g-j];
* Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling [CACREP 2.F.5.a, b,c,m,and n];
* A general framework for understanding and practicing consultation. [CACREP 2.F.5.c];
* Crisis intervention and suicide prevention models [CACREP 2.F.5.l,m];

**CAREP 2.F. 6. GROUP WORK**-studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including:* Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work to enable students to overcome barriers to learning [CACREP 2.F.6.a, b, f];
* Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles [CACREP 2.F.6.c,d,e];
* Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness [CACREP 2.F.6.e, g];

**CACREP 2.F. 8. RESEARCH AND PROGRAM EVALUATION**-studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including:* Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications. [CACREP 2.F.8.b-e].
* Ethical and legal considerations [CACREP 2.F.8.j]

**STANDARDS FOR SCHOOL COUNSELING PROGRAMS**The course assignments also require each student to demonstrate that he/she meets the following School Counseling Program Standards (CACREP 5.G): **SCHOOL COUNSELING (CACREP 5.G**)1. FOUNDATIONS * Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. (CACREP 5.G.1.a-c)
* Knows models of program evaluation for school counseling programs (CACREP 5.G.1.b).
* Understands systems theories, models, and processes of consultation in school system settings (CACREP 5.G.1.d).

2. CONTEXTUAL DIMENSIONS * 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 (CACREP 5.G.2.a-d).
* Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. Knows school and community collaboration models for crisis/disaster preparedness and response. Demonstrates the ability to use procedures for assessing and managing suicide risk (CACREP 5.G.2e).
* Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP 5.G.2.g).
* Makes appropriate referrals to school and/or community resources (CACREP 5.G.2.k). .
* Applies relevant research findings to inform the practice of school counseling (CACREP 5.G.2).
* Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration (CACREP 5.G.2.j,k).
* Locates resources in the community that can be used in the school to improve student achievement and success (CACREP 5.G.2.k).
* Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development (CACREP 5.G.2. j, n).
* Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families (CACREP 5.G.2.k).

3. **PRACTICE*** Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP 5.G.3.d-e).
* Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students (CACREP 5.G.3.a, n).
* Knows strategies for helping students identify strengths and cope with environmental and developmental problems (CACREP 5.G.3.d-l).
* Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms (CACREP 5.G.3.f).
* Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs (CACREP 5.G.3.b,n,o).
* Assesses barriers that impede students’ academic, career, and personal/social development (CACREP 5.G.3).
* Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation) (CACREP 5.G.3.b).
* Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card) (CACREP 5.G.3.n).
* Understands the outcome research data and best practices identified in the school counseling research literature (CACREP 5.G.3.n,o).
* Develops measurable outcomes for school counseling programs, activities, interventions, and experiences (CACREP 5.G.3. a-c).
* Analyzes and uses data to enhance school counseling programs (CACREP 5.G.3.o).
* Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school (CACREP 5.G.3.d,e,g-k).
* Conducts programs designed to enhance student academic development (CACREP 5.G.3.d).
* Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community to promote the academic, career, and personal/social development of students (CACREP 5.G.3.l).
* Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children (CACREP 5.G.3.h).
* Knows how to design, implement, manage, and evaluate a comprehensive school counseling program (CACREP 5.G.3).
* Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (CACREP 5.G.3).
* Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers) (CACREP 5.G.3.c).

This advanced class is particularly aligned with the North Carolina school counselor performance standards 1-5 which contain standards of practice expected from counselors. These standards are used for performance evaluation unique from other school personnel such as teachers. **NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION** (DPI) The following learning dimensions are incorporated into the curricular experiences, expectations, and evaluations of all school counseling students in this course (specific course content may fall under multiple standards):Standard 1: School counselors demonstrate leadership, advocacy, and collaboration.* School counselors develop a specialized curriculum that is developmental and sequential, integrated throughout the academic curriculum, delivered by teachers and counselors, and supported by all partners.
* School counselors perform six roles/functions (program planning, counseling, consulting, coordinating, student appraisal & assessment, professional development)
* School counselors demonstrate high ethical standards.
* School counselors create data driven goals and strategies that align with the school improvement plan.

Standard 2: School counselors promote a respectful environment for diverse population of students.* School counselors focus on a program aimed at student success with competencies and objectives grouped by academic, career, and personal/social development.
* School counselors foster a school environment in which each student has a positive, nurturing relationship with caring adults.

Standard 3: School counselors understand and facilitate the implementation of a comprehensive school counseling program.* School counselors develop programs that are data-driven, based on student needs, founded upon identifying barriers to success, and advocate for efforts to eliminate barriers to student success.
* School counselors utilize technology in the implementation of services.
* School counselors coordinate a school-wide program for all students by organizing around four program components (curriculum, individual planning, responsive services, system support).

Standard 4: School counselors promote learning for all students.* School counselors plan their programs for the academic, career, and personal/social development of all students.
* School counselors use a variety of delivery methods.

Standard 5: School counselors actively reflect on their practice.* School counselors analyze the impact of the school counseling program.
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**Course Policies**

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| 1. **Attendance**: Students are expected to attend and participate in all WebEx, and online class group assignments. Following NCCU’s policies regarding attendance, you cannot miss any of the WebEx online classes. Students who expect to miss a WebEx class due to illness or an emergency should make every effort to contact the instructor immediately with regard to the reason for missing class. ***Your attendance deduction will be linked to you attending the mandatory group assignment. If you miss your group work 5 pts will be deducted from your overall grade.***
2. **Assignments**: All assignments and quizzes must be completed in MindTap and/or Blackboard when necessary and uploaded in order to receive a passing grade in the course. All online assignment will be due every Tuesday night at 11:59.
3. **Reports**: Written assignments are graded on the quality of content, format, grammar, citations, references, and spelling according to the Publication Manual of the American Psychological Association. Plagiarism, the act of copying the work of another author without crediting the source, shall be grounds for a failing grade (Rowland, 2017). All papers should reflect graduate level content and preparation. Careless preparation or inappropriate presentations will adversely affect the grade for that assignment.
4. **Lateness**: If a student is late to WebEx, it is his/her responsibility to get information provided while not in class.
5. Only registered students are allowed to attend class.
6. The instructional materials used are power points and videos. These materials will be used to provide students with objective clarity and supplement for reading materials.
7. **MindTap/Cengage Technical Support**: If you experience a technical error during completing the assignments in MindTap before you upload or post, please screen shot the error and email it to me right away. DO not wait the email me the issue right before the deadline.

**Course Requirements**1. All assignments and exams must be completed and taken via MindTap/MindTap on time in order to receive a passing grade in the course. Completed assignments must be submitted online (BlackBoard) no later than Tuesday at 11:59 PM. **Late assignments will not be accepted.** All assignments will be submitted through on Blackboard/and or MindTap.
2. Foliotek assignments should be uploaded after being graded and edited.
3. Make-up quizzes and/or exams are not given unless you have a University recognized excuse/emergency situation.
4. **During WebEx:** Attendance is an absolute necessity for success in this course. Attendance means coming into WebEx on time. Contact me if you will be late. Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. Students who expect to miss a class due to illness or an emergency should make every effort to contact the instructor immediately with regard to the reason for missing class.

**Confidentiality:** Sharing in this WebEx online class can be anxiety-provoking and personal, therefore I ask that you keep all information discussed in the WebEx confidential. This request means you may not discuss any information shared or the reactions of any member of this class with anyone outside of the class. You must be in a quiet area with an earphone, and no distractions.**Specific Course Assignments:**1. Papers and assignments are to be completed and submitted in a timely and professional manner. All assignments are to be submitted via the Assignment Tab on BB or MindTap.
2. **Readings:** Each student will complete all assigned text and other readings. Budget a minimum of three hours per week to read the entire textbook and other school counseling related literature.
3. **Attendance and Participation**: Each student is expected to attend all scheduled WebEx synchronized classes, read all assigned readings, and be prepared and willing to participate in class discussions and class exercises. If students miss more than two WebEx courses 25 pts will be deducted from the overall grade. It is expected that all students engage in respectful intellectual discourse throughout the semester. You will need to watch the WebEx videos know how to use it. Please watch it before the first day of class.

**NCCU University Attendance Policy***Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.* *If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student’s academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student’s responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.* 1. **For WebEx**: As noted under course policies, candidates cannot miss more than two classes (one for summer). Tardiness, leaving early or absences will result in lowering of the final grade or failing the course. As noted under course policies, candidates cannot miss more than two classes (one for summer). If you miss more than two classes (one for summer which includes the first class) you will need to drop from the course. If you fail to drop the course by the last day of classes, you will be assigned an NF grade (which is equivalent to an “F”).
2. **MindTap:** MindTap Learning's Counseling MindTap brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. Access an integrated eBook, learning tools including glossaries, flashcards, quizzes, and videos that demonstrate group counseling techniques discussed in the text, and more in your Counseling MindTap. Course Reader is MindTap Learning's re-imagination of the traditional eBook, specifically designed for how students assimilate content and media assets-in a fully online, and often mobile, reading environment. The Reader, which allows you to make notes, highlight text, and find definitions right from the page, also includes chapter-specific learning tools such as flashcards and more. (Cengage.com, p. unknown).

Note: Since self-exploration is an integral part of this course, you must decide for yourself what and how much you want to reveal about yourself. You will not be evaluated on the basis of how much or the nature of what you disclose about yourself (I want you to honor your boundaries); however, to get the most out of the experience, you are encouraged to challenge yourself and take interpersonal risks. Please Note: Within attendance and participation, students are graded regarding the following criteria: 1) Demonstrate effective leadership skills; 2) Actively engage in class activities and participate as a group member; 4) Contribute to class discussion displaying critical and creative thinking skills; and 4) Demonstrate dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery. |

**Assignments**

Remember we use **Blackboard** to enhance our teaching and learning experience but remember your syllabus is the contract between you as students and me as an instructor. If unsure about dates of assignments are due please always check your syllabus.

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| **Assignment I: Read:** Please read all of the chapters assigned each week from *MINDTAP and your textbooks*. Also, you are expected to read the chapters that are not assigned to you. In addition, power-points will be provided to help with the reading. Please use all of extra articles provided as well.**Assignment II: Quizzes (30 points):** Each student will complete all assigned text and other readings. Students should be prepared to take a quiz at any point. The quizzes will be taken from Foxx et al. text.**Assignment III: Praxis Tests: (30 points):** Students will review the praxis folder as well as the praxis II Mometrix information and will take tests at the end of the semester.**Assignment IV: Start and Learning Extension (30 points):** Students will be given learning extensions and other assignment from Stone and Dahir (2015) and Blackboard every other week.**Assignment V: Legal and Ethical Issues in School Counseling (20 pts: Peer evaluation 5pts.)** (Foliotek assignment under (CON 5303). After reviewing legal and ethical issues in school counseling. Students will type a thorough response to 2 (two) scenarios for grading. It should be clear to the instructor that you have reviewed course materials in employing the ethical decision making model to develop your response. Use the ethical decision-making model from your theories and ethics Corey textbook. Typed three pages’ maximum. This is a Foliotek assignment loaded under CON 5303. You will work in pairs for this assignment.**Major Assignment I****Developmental, Comprehensive School Counseling Program (CSCP) Assignment\* & Presentation** - **FINAL EXAM (Foliotek assignment – 300 points**Your program information should be written in outline form (portfolio format) and not in research paper form. Be sure to clearly label each section in order to allow for an easy reading, including a table of contents. The instructor will not look for information. It should be clearly identified and easy to locate. Your program/outline should be organized in a way that allows for an easy read and understanding about the way in which you plan to develop and implement your comprehensive school counseling program. Students will be divided into groups based on: Elementary, Middle, High School, and Alternative (including early, middle college settings). Each of the groups will develop a developmental, comprehensive school counseling program (CSCP) that incorporates goals, objectives, activities, & evaluations. This will be presented in class as the final project. Each group is expected to include answers to the questions “How will I integrate the plan into the total school curriculum?”; “How are students better because of the CSCP”; and “How will I communicate this plan to all partners?” The plan should also include two alternative sources of funding (e.g., grant sources, local businesses to access) for the annual plan and its components. A specific grading rubric will be provided for both the CSCP outline and the class presentation of the CSCP **(worth 300 points total)**. You are encouraged to attend all WebEx for your Input on each section.Each group is expected to articulate answers to the following:  **School Counseling Program Demographic Information**1. **School Information**: Make up a School Name: Provide a welcome letter for students and families**.**
	1. Grade Level: Share whether your school is an elementary, middle, high, or alternative school and the grade levels that your school includes.
	2. Demographic Information: Include information about your school: demographics (race/ethnicity, sex, local/community culture), parental involvement; student climate, staff climate, and if school includes a focus on a particular population of individuals. Share whether there are any cultural considerations to be mindful of when working with your student population(s). This information may be presented graphically (e.g., pie chart, bar graphs).
	3. Counseling Department: Share whether /if your school has only one school counselor or if you have a team of school counselors and what school staff/team members complement the school counseling department (e.g., social worker, dropout coordinator, school nurse). You may include a brief description of each staff member (e.g., counseling philosophy, educational background,).
2. What is your department’s mission statement? Vision statement? (1) “How will I integrate the school’s mission as well as the principal’s goals into my comprehensive school counseling program?”; and (2) “How will I communicate this plan to all stakeholders involved in supporting students’ academic progress?”
3. The plan should also include two alternative sources of funding for the annual plan and its programming (e.g., PTSA grants).
4. Explain the ASCA National Model and its components as it applies to your school. **(worth 20 points; peer evaluations [5 pts])**
5. **Needs assessments\*:** Each group is expected to develop two (2) needs assessments that might be used when developing their developmental, comprehensive school counseling program. One must be focused on (1) **student needs** and the other on (2**) needs of other stakeholders** such as partners such as parents, teachers, administrators, and community representatives. It is important for students to be able to articulate the purpose of using their specifically identified needs assessments and how they will inform them in their programs. Guidelines/ examples and rubrics will be provided **(worth 20 points; peer evaluations [5 pts.]).** **This is a Foliotek Assigment.**
6. **Psychoeducational/counseling group modalities\***: Each group is expected to produce (a) 5 outlines of classroom presentations; (b) 5 outlines of small groups that they will be conducting based on one or more of the 3 domains (e.g., personal/social, career, and /or academic) AND (c) a sample of an evaluative resource that they will use to measure their effectiveness during these activities (i.e., one evaluative tool for classroom guidance and one for small group counseling should be included with your lessons). Outlines for groups may be consecutive (i.e., week 1, week 2/session 1, session 2). It should be made clear if this is a prevention or intervention based program and you should qualify the existence of the programming based on your school profile data or needs assessment data. Guidelines/ examples and rubrics will be provided **(worth 50 total points, 22 points each; peer evaluation 6 pts)**. **Please upload these documents under DISCUSSIONS>Elementary/Middle/High School Guidance Lesson in BlackBoard. This will allow others to build their own toolbox of resources for use in the future. This is a Foliotek Assigment.**
7. **Behavioral/Emotional Issues/IEP’s\*:** A group member is expected to conduct an interview with a practicing school counselor around the issue of how IEP’s are handled and utilized by the counselors at that school. Guidelines/ examples and rubrics will be given provided **(worth 20 points; peer evaluations [5 pts.])**. **This is a Foliotek Assignment uploaded to IEP interview summaries.**
8. **Emergency Planning Assignment\*:** Each group is expected to understand school crisis management principles by outlining a school crisis plan. Guidelines/ examples and rubrics will be provided **(20 pts; peer evaluation 5 points)**. **This is a Foliotek Assignment.**
9. **Narrative summarizing resources/tools:** Each group is expected to produce a paper/handout/document defining 10 (ten) available sources of technology, resource materials (e.g. books, articles), and/ or other tools that may be used in implementing their annual plan. On this document you should list the tool/resource as well as briefly explain its application in the k-12 school setting. This may be completed in a narrative outline format. Guidelines/ examples and rubrics will be provided **(worth 20 pts; peer evaluation points)**.
10. **Accountability: Goals & Objectives Action Plans:** Each group will complete action plans and supporting documents based on the ASCA National Model that reflects the goals and objectives of their developmental, comprehensive school counseling program. The Goals and Objectives should be supported by the NC PSC Standards as well as the ASCA National Competencies and the theme of your psychoeducational and or counseling group modalities. Include competencies that support each goal/objectives on the Action Plans (see pages 148-160 in ASCA National Model (3rd edition) text.

***ASCA Specific Documents (These documents may be connected to your*** Psychoeducational/counseling group modalities (see item 3 above)). These forms will be available on Blackboard.* 1. **Development of a management annual agreement (worth 9 points)**
	2. **Two curriculum action plans (one large group guidance, one small group action plan) (worth 18 points)**
	3. **Departmental Master Calendar (August through June) (worth 9 points)**
	4. **Closing the Gap Action Plan (worth 9 points)**

The documents/content above are expected to be included in the body of the CSCP. However, students are encouraged to utilize the resources provided through the purchase of the ASCA National Model text in order to enhance and organize the presentation of their CSCP. See examples of previous CSCPs on Blackboard for inspiration and ideas (**Peer evaluation 5 points)**.1. **The Advance Professional School Counselor Informational Interview:** Students will be expected to interview a professional school counselor at their level that corresponds with their group level. Students should inquire about that school counselor’s role as a professional school counselor. Additionally students will inquire about ALL of the following details: (1) How does the SC determine who they will work with individually and in groups during the specified school year; (2) How do they evaluate their effectiveness when working individually and in groups with students: (3) What resources do the SC use when working with students in individual and group settings; (4) Inquire about the community resources that the SC refers out to; (5) Whether their SC program has a website link; (6) What advice does the SC have about reaching out to parents; (7) What is their role in addressing significant behavioral and emotional issues. Can they share a copy of a Behavior Plan with you (elementary aged). Specifically, what is their role in working with 504 and IEP plans. Have they ever had to refer a student to a mental health facility or local hospital because of significant mental health issues? If so, where did they refer the student to and how easy or difficult was that process in working with the clinical practitioner in order to get the student some help; (8) What are some of the common issues that they see among their student population; (9) What is their role in the school crisis plan? Whether they are a part of a crisis team that visits other school during tragedies in their schools? Are they able to provide a copy of their crisis management plan? What is the expectation of the principal regarding their involvement during a crisis situation? (10) How do they manage behavior in the classroom during lessons? Ask for tips and ideas. (11) What tips do they share with teachers for working with children that wander around the room, blurt out, push, kick or do not follow directions? Is there a book they have come to rely on for strategies? (12) Any additional questions that might better assist you in more thoroughly understanding the role of the PSC. **This assignment may be turned in using the informational interview format and may be a component completed in Introduction to School Counseling (CON 5303).** As available, please be sure to include the interview question, then the response. Interviews are to be turned in with their comprehensive programs in a *SECTION TITLED INFORMATIONAL INTERVIEWS* ***(*worth 30 pts; peer evaluation 5 points)**.
2. **References:** Please provide a list of references used in APA format **(worth 10 points; peer evaluation 5 pts.).**
3. **Final project presentation** Group members will develop a presentation based on their CSCP to share with this class. This presentation should be a minimum of 20 slides and detail the key components of your CSCP **(worth 20 pts; peer evaluation 5 points).**

**Items 1-9 above may be subdivided into further headings for organizational purposes. Please provide a table of contents page with page numeration provided. Student groups will upload their assignment to Blackboard for the use of other class members as we prepare for practicum, internship, and paid employment. This is a group project and each group member is expected to provide a quality product for the team to use in the future.****Peer Evaluation:** You will be provided with a peer evaluation form. You will grade your group partner (s) based on the various criterion on the form worth 24 points. You should also grade yourself. This grade will be tabulated. For example, (21/24 + 20/24+ 24/24 + 24/24) \*5=89/96\*5 = 4.63. This grade is final. It will be due the same time the different parts of the CSCP parts are due. If not uploaded on the same time as the assignment is due you will receive a zero. **MAJOR ASSIGNMENT II****School Counseling Special Topic Presentation (March 6th is deadline to choose a topic)*** Each student will be assigned/select one topic that is related to the **school setting and the practice of school counseling**.
* Students will present material/lessons learned in a presentation format. Presenters should consider the applicability of ASCA’s National Model themes (i.e., leadership, advocacy, collaboration, systemic change) for the role of the school counselor in your presentation. For example, when looking at attendance issues in schools how the school counselor might collaborate with other stakeholders to develop a procedure/policy around addressing the issue which would result in a systemic change.
* Students will approach the presentation as if they were presenting the material to fellow counselors at a conference or to teachers and staff of the school as a form of professional development. Information presented should be based on a **minimum of 5 professional sources** of information (e.g., journal articles, textbooks, resource book/layman readings, etc.) and sources of information should be cited in APA and provided in your handout.
* Presentation should be approximately 20 minutes (minimum) long. Students are encouraged to provide any visual or other learning materials to their audience (e.g., websites to review, blogs, books, games, etc.). You will video tape yourself for this video presentation again know your subject, do not read of script but explain yourself thoroughly. Please post under discussion post labeled - *School Counseling Special Topic Presentation-.* A written and a video tape is **EXPECTED***.*
* One goal of this project is to generate a handout that may be used as quick reference guide in the future that works 1.) to provide a synopsis of the problem and 2.) generate solutions to commonly experienced challenges within schools, with resources to utilize in practice 3.) define role of stakeholder, 4.) provide strategies to use in counseling relationship, school/classroom, or home), etc. **While research should ground your presentation, presenters are encouraged and expected to provide practical information in their handout (e.g., techniques, tools, resources) for professional school counselors to use in the field/ to address a specific behavior issues. Presenters may use the following headings to guide their handout and presentations: introduction/rationale, discussion (what did you learn/signs/symptoms), results (statistics from research, what does research say), methods (population studied, can strategies be used in other grade levels/how, implications for counselors, teachers, or other stakeholders in school setting (how can these stakeholders help, provide specific strategies for identifying and correcting behavior), and conclusion (what next? what did you learn that you will use in practice?) *(*worth 50 points)**.

**Extra Credit I (2 pts.):** Student Rating Instruction:The SRI will be emailed to you. You can receive extra points for just completing the SRI. When you have completed the SRI there is a section that indicates to email someone. You can email me at lsdames@nccu.edu. Remember I cannot see what you completed but I just need to see that you have completed the SRI in order for you to receive your points. Some students in the past did a screen shoot but remember I need to see the name of the course so you can receive your full points. You can also screen shot your completed SRI completion at the end and upload it under Extra Credit I.**Extra Credit II: Praxis 6 Test**Take the praxis 6 extra credit test.**Legal Background****Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct** In addition to State law, NCCU must comply with two key federal laws that prohibit discrimination on the basis of disability: (1) Section 504 of the Rehabilitation Act of 1973 (“Section 504”), as amended; and (2) the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendment Act of 2008 (collectively “ADA”). Section 504 prohibits discrimination on the basis of disability in any program or activity operated by a recipient of federal funds. Title II of the ADA prohibits disability discrimination in public entities, regardless of whether they receive federal financial assistance. As a recipient of federal funds from the U.S. Department of Education and also as a public entity, NCCU is covered by both Section 504 and the ADA. Under Section 504 and the ADA, colleges and universities are required to provide students with appropriate academic adjustments and auxiliary aids/services (collectively “accommodations”) that are necessary to afford an individual with a disability an equal opportunity to participate in the school's programs. It is the responsibility of the student with a disability to initiate the request for accommodations by contacting the NCCU Office of Student Disability Services (“SDS”) and providing documentation of a disability. Once a student makes a request, SDS will engage the student in an interactive process to determine his or her eligibility as a student with a disability and appropriate accommodations. Accommodations approved by NCCU must be made available at no cost to the student. **NCCU’s Sexual Misconduct Policy** (POL 80.07.1) was created in compliance with Title IX and applies to all members of the NCCU community, prohibits discrimination on the basis of sex (including sexual harassment and sexual violence) in the University's Provost and Vice Chancellor for Academic Affairs Policy describes prohibited sexual misconduct, establishes procedures for responding to reports of sexual misconduct, and sets forth resources available to students and employees. All faculty and staff (with the exclusion of certain individuals who provide services to NCCU as licensed professional counselors) are considered responsible employees who must report instances of sexual misconduct to **NCCU’s Title IX Coordinator.** **Expectations** NCCU expects all faculty and staff to support students in excelling academically and professionally by complying with the federal laws referenced in this memorandum. In compliance with Section 504 and the ADA, NCCU faculty and staff members should not make inquiries or referrals based on an assumption that a student has a disabling or handicapping condition. Rather, faculty members are expected to review the approved accommodations for students who are registered with SDS and to provide accommodations as outlined by the SDS staff. To determine reasonable accommodations, SDS may seek information during the interactive process from faculty and instructors regarding essential standards for courses, programs, services, activities, and facilities. Upon receiving notification of a student’s accommodations from SDS staff, faculty members should provide accommodations and modifications to students in a timely manner to ensure that course materials and activities are accessible to students with disabilities at the same time as students without disabilities. NCCU expects all faculty and staff to maintain academic standards by providing accommodations to students with disabilities without compromising the content, quality or level of instruction. SDS is available to assist the NCCU community regarding issues with Section 504 or the ADA which may impact students within your area. If a student self identifies to a faculty member, department or professional school, the faculty member should refer the student to SDS to determine reasonable and appropriate accommodations. NCCU also expects all responsible employees to ensure that NCCU complies with Title IX by promptly reporting information regarding possible violations of the Sexual Misconduct Policy to the Title IX Coordinator. To assist students in self-identifying a disability, understanding the obligations of responsible employees, and requesting other supports, faculty members are expected to include the following statement on all course syllabi:**Statement of Inclusion/Non-Discrimination**North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.Student Accessibility Services (formerly Student Disability Services) Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class. Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.**Confidentiality and Mandatory Reporting**All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU’s Sexual Misconduct Policy (POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University’s Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU’s Policies, Rules and Regulations website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix. **Other Campus Programs, Services, Activities, and Resources**Other campus resources to support NCCU students include: Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu. **Counseling Center.** The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU’s Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu. University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu. **Blackboard**:This class will utilize the campus “Blackboard” system. Every student will be set up with a username and password (if you don’t already have one). You will be required to log on to the Blackboard system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Blackboard (Bb) account, please call the IT department first at 530-7676. PLEASE CHECK YOUR BLACKBOARD DAILY!!!**FOLIOTEK:**Foliotek is the electronic system for housing samples of your best work used by the School of Education and our Department. This announcement is to provide clarification of how this will work. The details are as follows:1. Everyone admitted to the counseling program Fall 2008 or after should have a Foliotek account. Non-counseling majors are not required to use Foliotek unless specified by their own NCCU department.
2. Please follow the instructions of the Foliotek on our website (www.nccuCounseling.com) on the student page. You should create and open your foliotek account in January 2019 when you are about to upload
3. Documents from Fall 2018 coursework should be amended and uploaded into Foliotek. Please do not wait to complete this task at the end of the semester.
4. These documents should be your best work and incorporate your instructors’ feedback and/or suggestions.
5. Only Fall 2009 and forward documents will be part of the official Foliotek portfolio checkout for graduation. Students who wish to use the portfolio for professional development are welcome to upload documents from courses completed prior to the Fall 2009.
6. Faculty will evaluate your portfolio each semester so this will be an ongoing requirement. I will identify the Foliotek assignments as the course progresses.
7. Please upload your foliotek materials from last semester by January 11th, 2019.
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**Course Requirements and Points**

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| **Course requirement** | **Points** | **Due Date** |
| **Assignment I:** Read Chapters |  0 pt. | Every Week |
| **Assignment II**: Quizzes |  pts. | Every Other Week |
| **Assignment III:** Praxis Tests |  pts. | Every other week |
| **Assignment V:** Learning Extensions |  pts. | Every Other Week  |
| **Assignment VI:** Legal and Ethical Issues in School Counseling |  25 pts. | April 3 |
| **\*Major Assignment I**: Developmental, Comprehensive School Counseling Program (CSCP – Review Individual pts.) | 300 pts. |  |
|  School Counseling Program Demographic Information ***(25 pts)*****Due (January 23)** |
|  \*Needs Assessment ***(25 pts.)* Due (January 30)** |
|  \*Psychoeducational/counseling group modalities ***(50 pts.)*** **Due (February 6)** |
|  **\***Behavioral/Emotional Issues/IEPs informative interview ***(25 pts.)*** **Due (February 13)** |
|  \*Emergency Planning Assignment ***(25 pts.)* (Due February 20)** |
|  Narrative summarizing resources ***(25 pts.)* (Due February 27)** |
|  Accountability ***(50 total points)*** **Due (March 6)**Annual Agreements for each team/group member ***(10 pts.)***Two curriculum action plans (one large group guidance, one small group action plan - ***20 pts.)***Departmental Master Calendar (***10 pts***.)Closing the Gap Action Plan ***(10 pts.)***  |
|  \*Advance Professional School Counselor Info. Interview ***(25 pts.)***  **Due (March 20)**  |
|  References (***10 pts.)* Due (March 27)** |
|  Final project presentation ***(25 pts.)* Due (April 10)** |
| **Major Assign II:** School Counseling Special Topic Presentation |  50 pts. | April 17 |
| **Extra Credit I**: Student Rating Instruction (SRI) |  2 pts | University Deadline |
| **Extra Credit II: Praxis Test # 6** |  5 pts. | April 17 |
| **Total** | **457pts** |  |

\*Denotes a foliotek assignment

**This course will be graded using an A to C-system as follows:**

**Grading Scale**

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| 400 - 450 A |
| 350 - 399 B |
| 300 - 349 C |
| 299 and below F |

**No grade below “C” will be accepted toward a graduate degree.** **Course Policies** **NO LATE ASSIGNMENT WILL BE COLLECTED. YOU WILL RECEIVE A ZERO IF IT IS LATE.**It is recognized that many of our students have families, work, and take classes.  While we understand that conflicting demands on your time will occur, our first priority is to assure that you leave this program with the knowledge and skills required of a graduate level counselor. Your future clients have a right to service from a fully qualified counselor.  As a professional you will develop networks of resources to assist you in providing quality services to your clients. While a student, begin the networking experience by developing peer groups, study groups or other supports with your counseling colleagues. To assist in your professional development course expectations, include; course work/assignments will be submitted with proper grammar, typed, and of professional quality meeting APA (6th edition) writing standards. To contribute to a learning environment classroom conduct will include: arriving on time, being attentive, and being respectful of the instructor and fellow students. |

**Email Correspondence**

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| When contacting me via email your email subject line should be relevant to your email content. Please use **“Advance School Counseling: (Reason for your email)”** and then describe the nature of your email.  |

**Academic Honesty Reminder**

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| North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one’s own, another’s words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information. Academic dishonesty will result in a grade of “F” in the course. Also you are bound by the ethical guidelines of ACA. |

**Technology Proficiency Requirements and Resources**

Students must be able to:

- Create Microsoft Worddocuments (WordPerfect and Microsoft WORKS are not acceptable)

- Check e-mail daily

- Search for and obtain articles from online databases, the university library and inter-library loan

- Access articles and materials using the university library E-Reserve system

- Attach Microsoft Word documents to email

- Access and manage information within the Desire 2 Learn learning platform

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**Films/Documentaries:**

We will be watching specific documentaries or short videos throughout the course that relate to your readings and to the topic of theories and techniques in counseling.

**Adverse Weather:**

NCCU values feedback from students as part of its ongoing quest for excellence in education. As part of this process, you will have the opportunity to evaluate this course and provide the instructor with feedback and comments through the use of a standard evaluation instrument. Commitment to the teaching and learning process requires each student to complete this evaluation as part of the ongoing revision of this course and instructional competence. Your participation in this process is an expectation of this course.

**\*TENTATIVE CLASS SCHEDULE AND TOPICS**

(\*This is tentative and is subject to change by instructor)

NB: Textbook: American School Counselor Association (**ASCA**); The transformed school counselor **(TTSC**); School counseling for the twenty-first century (**SCFTTC**)

(please note the instructor has the right to amend this schedule to adapt to the learning needs of students and/or due to weather)

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| Date | Week | Assignments/Readings Due |
| Pre-Unit |
| 1-3-2019OrientationWebEx Meeting | Week 1 | **Start** \_\_\_ Review the “***Start Here***” Complete all of these items in this folder begin with watch the video.\_\_\_ Review the “***Instructor Information***”\_\_\_ Review the “***Course Information***”\_\_\_ Explore “*MindTap*” and your Foxx et al. textbook\_\_\_ Complete **Introduction** **Read**\_\_\_ Read syllabus\_\_\_ Read all of the policies, resources (Under NCCU Resources)\_\_\_ Read all of the how to documents such as blackboard**Review**\_\_\_ Watch Course Navigation Videos\_\_\_ Watch Begin daily work\_\_\_ Review Course Description\_\_\_ Review Student Learning Outcomes\_\_\_ Review Required Materials\_\_\_ Review Cengage/*MindTap*\_\_\_ Review Additional Requirements\_\_\_ Review Evaluations & Grades\_\_\_ Review Course Syllabus\_\_\_ Review Pre-Requisite Knowledge\_\_\_ Review and practice Minimum Technology\_\_\_ Review Minimum Technical Skills\_\_\_ Review and read Netiquett**Learning Extensions**\_\_\_ Review components of developmental comprehensive school counseling programs  (CSCP)\_\_\_ Discuss profession of school counseling and schools as institutions**Assignment****\_\_\_** Discuss Syllabus and assignments\_\_\_ Discuss allocation of Groups for CSCP\_\_\_ Attend the WebEx Orientation (January 9th at 6:30 pm)**Due Date**: Wednesday, January 9th, 2018 at 11:59 pm |
| UNIT 1 |
| 1-10-2019 | Week 2 | **Topics:**Chapter 1 – The School Counseling Profession (SCFTC)Chapter 1 - Working in Today’s School (TTSC)Chapter 15 - Transitioning into the Field of School Counseling (TTSC)**Start** \_\_\_ Review ABC’s of school counseling. Become familiar with these terms because you  will be seeing them throughout your career as a school counselor. This will be a Wiki  Assignment. You will choose four words in the ABC document and write in no less  Than three sentences how these words relate to school counseling. You will be  assigned a letter. (A-C is due; **2 pts**).**Read**\_\_\_ Read Chapter 1 (**SCFTTC**)\_\_\_ Read Chapter 1 (**TTSC)**\_\_\_Read Chapter 15(**TTSC)**\_\_\_ Read I. The ASCA National Model Themes (**ASCA**)\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)**Review**\_\_\_ Chapter 1 Quiz (**SCFTTC**: **5 pts**)\_\_\_ Complete Praxis 1 Test (**5 pts**) **Learning Extensions****\_\_\_** Complete Learning Extension 1 (*Newsletter*) Chapter 15 Upload to Discussion Post So  everyone will have access to same. I suggest you download all work you can use for  future (**3 pts**.)**Major Assignment****\_\_\_** Review school counseling websites showing demographics, grade levels, mission and  vision statements\_\_\_ Call a WebEx meeting to organize your plan of action with your group members to  discuss who will do what and what will be discussed during WebEx meeting for the  following week for School Information assignment **Due Date**: Wednesday, January 16th, 2019 at 11:59 pm |
| 1.17.2019MandatoryWebex Groupmeeting6:30 – 8:30 pm  | Week 3 | **Topics:**Chapter 2 – Toward a Comprehensive Model for Professional School Counseling (SCFTC)Chapter 2 – Counseling Practice in Schools (TTSC)Chapter 3 - Accountability and Assessment in School Counseling (SCFTC)Chapter 15 - Transitioning into the Field of School Counseling (TTSC)**Start** \_\_\_ Review ABC’s of school counseling. Become familiar with these terms because you  will be seeing them throughout your career as a school counselor. This will be a Wiki  Assignment. You will choose four words in the ABC document and write in no less  than three sentences how these words relate to school counseling. (**D-F is due**:  Points Already allocated).**Read**\_\_\_ Read Chapter 2 (**SCFTTC**)\_\_\_ Read Chapter 2 (**TTSC)**\_\_\_ Read Chapter 3 **(SCFTTC)****\_\_\_** Read Chapter 15(**TTSC)**\_\_\_ Read II. Foundation (Program Focus - **ASCA**)\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)**Learning Extensions****\_\_\_ D**iscuss the School Information Section of CSCP Plan to be submitted next week**Major Assignment**\_\_\_ School Information (p. 13) Due (**20 pts. for peer evaluation – 5 pts**.) \_\_\_ Watch the needs assessment video <https://www.youtube.com/watch?v=I-2CpRclYgw&t=60s> **\_\_\_** Attend the Mandatory WebEx Group Meeting **(January 23rd at 6:30 – 8:30 pm)** SCP**Due Date**: Wednesday, January 23rd, 2019 at 11:59 pm |
| 1.24.2019 | Week 4 | **Topics:**Chapter 3 - Accountability and Assessment in School Counseling **(SCFTC)**Chapter 8 - Accountability and Data-Driven Decision Making (TTSC)Chapter 7 – Implementing the ASCA Model (SCFTC)**Start** \_\_\_ Review ABC’s of school counseling. Become familiar with these terms because you  will be seeing them throughout your career as a school counselor. This will be a Wiki  Assignment. You will choose four words in the ABC document and write in no less  than three sentences how these words relate to school counseling. (**G-I is due**: Points  Already allocated).**Read**\_\_\_ Read Chapter 3 - (**SCFTTC**)\_\_\_ Read Chapter 7 & 8 - (**TTSC)**\_\_\_ Read II. Foundation (Student Competencies & Professional Competencies - **ASCA**)\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)**Review**\_\_\_ Chapter 3 Quiz (**SCFTTC**: **5 pts**)\_\_\_ Complete Praxis test 2 (**5 pts**.) **Learning Extensions****\_\_\_** Complete learning extension 2 in chapter 7 include job descriptions of school  counselors (PTA; **3 pts**)**Major Assignment**\_\_\_ Review ASCA National Model\_\_\_ Think about your special topic for assignment\_\_\_ Needs Assessment Due (**p. 13; 20 pts; peer evaluation – 5 pts.)**\_\_\_ Prepare for your WebEx next week to discuss assignment Prepare for your WebEx  next week to discuss Psychoeducational/counseling group modalities assignment.  Review Missouri Department Elementary and School of Education website for ideas <https://dese.mo.gov/college-career-readiness/school-counseling/curriculum/elementary-school-unit-and-lesson-plans>**Due Date**: Wednesday, January 30th, 2019 at 11:59 pm |
| UNIT 2 |
| 1.31.2019MandatoryWebex Groupmeeting6:30 – 8:30 pm | Week 5 | **Topics:**Chapter 3 - Accountability and Assessment in School Counseling (SCFTC)Chapter 7 – Prevention Programming in School Counseling (SCFTC)Chapter 8 - Individual and Group Counseling: Responding to Selected Needs in Schools (SCFTC)Chapter 8 - Accountability and Data-Driven Decision Making (TTSC) ASCA – Foundations (Student and Professional Competencies**Start** \_\_\_ Review ABC’s of school counseling. Become familiar with these terms because you  will be seeing them throughout your career as a school counselor. This will be a Wiki  Assignment. You will choose four words in the ABC document and write in no less  than three sentences how these words relate to school counseling. (**J-L** is due:  Points Already allocated).**Read**\_\_\_ Read Chapter 3 - (SCFTTC)\_\_\_ Read Chapter 7 – (SCFTTC)\_\_\_ Read Chapter 8 - (SCFTTC)\_\_\_ Read Chapter 8 - (TTSC)\_\_\_ Read Foundations (Student and Professional Competencies (ASCA)\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)**Learning Extensions**\_\_\_ Review **management** systems components: develop needs assessment and writing  an action plan (continued); **\_\_\_ Review delivery system**: begin work on individual counseling and small/large group  counseling and consultation applications in work session**Major Assignment**\_\_\_ Review ASCA National Model\_\_\_ Think about your special topic for assignment\_\_\_ Discuss and review samples of Behavioral/Emotional Issues/IEP’s in blackboard and  other counseling websites\_\_\_ Psychoeducational/counseling group modalities assignment (p.13-14) Due **20 pts;**  **peer evaluation – 5 pts.**).\_\_\_ Attend the Mandatory WebEx Group Meeting **(February 6, at 6:30 – 8:30 pm)** SCP**Due Date**: Wednesday, February 6th, 2019 at 11:59 pm |
| 2.7.2019 | Week 6 | **Topics:**Chapter 6 – Leadership and Collaboration in School Counseling (SCFTC) Chapter 8 - Individual and Group Counseling: Responding to Selected Needs in Schools (SCFTC)Chapter 5 - Advocacy in School Counseling (SCFTC)Chapter 3 – Counseling Practice in Schools (TTSC) III Management – Assessments (ASCA)**Start** \_\_\_ Review ABC’s of school counseling. Become familiar with these terms because you  will be seeing them throughout your career as a school counselor. This will be a Wiki  Assignment. You will choose four words in the ABC document and write in no less  than three sentences how these words relate to school counseling. (**M-O) is due**:  Points Already allocated).**Read**\_\_\_ Read Chapter 6 - (**SCFTTC**)\_\_\_ Read Chapter 8 - (**SCFTTC**)\_\_\_ Read Chapter 5 - **(SCFTTC)**\_\_\_ Read Chapter 3 – **(TTSC)**\_\_\_ Read III Management – Assessments (ASCA)\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)**Review**\_\_\_ Chapter 6 Quiz (**SCFTTC**: **5 pts**)\_\_\_ Complete Praxis test 3 (**5 pts**.) **Video****\_\_\_** Watch the video *School Counseling Tour* chapter 15 in TTSC then answer the  questions (**3 pts**) **Major Assignment**\_\_\_ Behavioral/Emotional Issues/IEP’s (p. 14) Due **20 pts; peer evaluation – 5 pts**.).\_\_\_ Revise and review samples of emergency plan of Durham, Wake and Chapel Hill  County. Review samples provided. Discuss emergency plan for next week.**Due Date**: Wednesday, February 13th, 2019 at 11:59 pm |
| 2.14.2019MANDATORYWEBEX GROUPMEETING6:30 – 8:30 PM | Week 7 | **Topics:**Chapter 5 - Advocacy in School Counseling (SCFTC)Chapter 6 - Leadership and Collaboration in School Counseling (SCFTC)Chapter 9 - Referral and Coordination in School Counseling (SCFTC)Chapter 4 - School Counselors as Leaders (TTSC)Chapter 5 - Counselors as Advocates (TTSC) III – Management (Tools) – ASCA**Start** \_\_\_ Review ABC’s of school counseling. Become familiar with these terms because you  will be seeing them throughout your career as a school counselor. This will be a Wiki  Assignment. You will choose four words in the ABC document and write in no less  than three sentences how these words relate to school counseling. (**P-R) is due**:  Points Already allocated).**Read**\_\_\_ Read Chapter 5 - (**SCFTTC**)\_\_\_ Read Chapter 6 – (**SCFTTC)**\_\_\_ Read Chapter 9 – (**SCFTTC)**\_\_\_ Read Chapter 4 **(TTSC)**\_\_\_ Read Chapter 5 **(TTSC)**\_\_\_ Read III – Management (Tools) – ASCA\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)**Major Assignment**\_\_\_ Emergency Planning Assignment (p. 14) Due **20 pts; peer evaluation – 5 pts**\_\_\_ Discuss and review the Narrative summarizing resources/tool.\_\_\_ Attend the Mandatory WebEx Group Meeting (February 20, at 6:30 – 8:30 pm)**Due Date**: Wednesday, February 20, 2019 at 11:59 pm |
| 2.21.2019 | Week 8 | **Topics:**Chapter 3 - Accountability and Assessment in School Counseling (SCFTC)Chapter 5 - Advocacy in School Counseling (SCFTC)Chapter 8 - Accountability and Data-Driven Decision Making (TTSC) IV – Delivery Direct Student Services (ASCA)**Start** \_\_\_ Review ABC’s of school counseling. Become familiar with these terms because you  will be seeing them throughout your career as a school counselor. This will be a Wiki  Assignment. You will choose four words in the ABC document and write in no less  than three sentences how these words relate to school counseling. (**P-R) is due**:  Points Already allocated).**Review****\_\_\_** Chapter 5 Quiz (SCFTTC: **5 pts**)**\_\_\_** Complete Praxis test 4 (**5 pts**.)**Read**\_\_\_ Read Chapter 3 – **(SCFTTC)**\_\_\_ Read Chapter 5 – (**SCFTTC**)\_\_\_ Read Chapter 8 – (**SCFTTC)**\_\_\_ Read IV – Delivery Direct Student Services (ASCA)\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)**Learning Extension # 4: Chapter 7 - Please answer the following scenario (3 pts):**Your leadership team is supporting the school counselor’s decision to implement the ASCA National Model over the next two years in your building. How will you determine where to begin? How will you identify competencies that reflect the needs of your students and school?**Major Assignment**\_\_\_ Narrative summarizing resources/tool Due **(20 pts; peer evaluation – 5 pts)**\_\_\_ Discuss plans for Accountability: Goals & Objectives Action Plans**Due Date**: Wednesday, February 27, 2019 at 11:59 pm |
| UNIT 3 |
| 2/28/2019 MANDATORYWEBEX GROUPMEETING6:30 – 8:30 PM | Week 9 | **Topics:**Chapter 6 - Leadership and Collaboration in School Counseling (SCFTC)Chapter 10 - School counselor consultation: a bridge between prevention and intervention (SCFTC)Chapter 4 - School Counselors as Leaders (TTSC)IV – Delivery: Indirect Student Services (ASCA)**Start** \_\_\_ Review ABC’s of school counseling. Become familiar with these terms because you  will be seeing them throughout your career as a school counselor. This will be a Wiki  Assignment. You will choose four words in the ABC document and write in no less  than three sentences how these words relate to school counseling. (**S-U) is due**:  Points Already allocated).**Read**\_\_\_ Read Chapter 6 – (**SCFTTC)** \_\_\_ Read Chapter 10 – (**SCFTTC)**\_\_\_ Read Chapter 4 **(TTSC)**\_\_\_ IV – Delivery: Indirect Student Services (ASCA)\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)**Major Assignment**\_\_\_ Accountability: Goals & Objectives Action Plans (p. 14) Due (**45 pts: peer evaluation**  **5 pts**.)\_\_\_ Discuss The Advance Professional School Counselor Informational Interview:\_\_\_ Attend the Mandatory WebEx Group Meeting **(March 6, at 6:30 – 8:30 pm)****Due Date**: Wednesday, March 6, 2019 at 11:59 pm**March 6** is the Last day for graduate students to withdraw from a class with a grade of WC or from the university with a W grade |
| 3/7/2019 | Week 10 | **SPRING BREAK**No Assignments Due: Wednesday, March 13, 2019 at 11:59 pm |
| 3/14/2019 | Week 11 | **Topics:**Chapter 7 Prevention Programming in School Counseling: Serving All Students Proactively (SCFTC)Chapter 10 - Working with Special Needs Students (TTSC)V. Accountability: Data Analysis (ASCA)**Start** \_\_\_ Review ABC’s of school counseling. Become familiar with these terms because you  will be seeing them throughout your career as a school counselor. This will be a Wiki  Assignment. You will choose four words in the ABC document and write in no less  than three sentences how these words relate to school counseling. (**V-X) is due**:  Points Already allocated).**Read**\_\_\_ Read Chapter 7 - (**SCFTTC**)\_\_\_ Read Chapter 10 **(TTSC)**\_\_\_ Read V. Accountability: Data Analysis (**ASCA**)\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)**Review**\_\_\_ Chapter 7 Quiz (SCFTTC: **5 pts**)\_\_\_ Complete Praxis test 5 (**5 pts.)****Learning Extension (3 pts.) Complete learning extension 6 in chapter 10 (TTSC)**Describe eligibility under Section 504 of the Rehabilitation Act of 1973.**Major Assignment**\_\_\_ The Advance Professional School Counselor Informational Interview: **Due (20 pts;**  **peer evaluation – 5 pts)**\_\_\_ Discuss references used in this CSPCS\_\_\_ Discuss bringing the CSCP report together**Due Date:** Wednesday, March 20, 2019 at 11:59 pm |
| UNIT 4 |
| 3/21/2019MANDATORYWEBEX GROUPMEETING6:30 – 8:30 PM | Week 12 | **Topics:**Chapter 11 - Partners in Building a Postsecondary Education-Going Culture (SCFTC)Chapter 14 - All Students College and Career Ready (TTSC)V. Accountability: Program Results (ASCA)**Start** \_\_\_ Review ABC’s of school counseling. Become familiar with these terms because you  will be seeing them throughout your career as a school counselor. This will be a Wiki  Assignment. You will choose four words in the ABC document and write in no less  than three sentences how these words relate to school counseling. (**Y-Z) is due**:  Points Already allocated).**Read**\_\_\_ Read Chapter 11 - (**SCFTTC**)\_\_\_ Read Chapter 14 **(TTSC)**\_\_\_ Read V. Accountability: Program Results (ASCA)\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)**Major Assignment**\_\_\_ References for CSPCS due (p.14; **10 pts: peer evaluation 5 pts**.)\_\_\_ Discuss how you will present your CSCP for April 10, 2019\_\_\_ Attend Mandatory WebEx meeting March 27 at 6:30 – 8:30 pm**Due Date:** Wednesday, March 27, 2019 at 11:59 pm |
| 3/28/2019 | Week 13 | **Topics:**Chapter 6 - Legal and Ethical Issues for School Counselors (TTSC)Chapter 4 - Legal and Ethical Responsibilities in School Counseling (SCFTTC)V. Accountability: Evaluation and improvement**Start** \_\_\_ Create an inventory of forms of three social media that school-aged students currently use  that might challenge school counselors from legal and ethical perspectives, and develop a list  of ways that the challenges might be manifested (**2 pts.)**,**Read**\_\_\_ Read Chapter 4 - (**SCFTTC**)\_\_\_ Read Chapter 6 - **(TTSC)**\_\_\_ V. Accountability: Evaluation and improvement\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)**Review**\_\_\_ Chapter 4 - Quiz (SCFTTC: **practice**)**Video**\_\_\_ Watch Legal and Ethical Video 1, 2, 3 and answer the questions in Cengage in chapter 6 (**3**  **Pts.**)**Major Assignment**\_\_\_ Legal and Ethical Assignment due (**25 pts.)**\_\_\_ Attend Mandatory WebEx meeting March 20 at 6:30 – 8:30 pm**Due Date:** Wednesday, April 3, 2019 at 11:59 pm |
| 4/4/2019MANDATORYWEBEX GROUPMEETING6:30 – 8:30 PM | Week 14 | **Major Assignment**\_\_\_ Present your Final project presentationCSCP: Upload your final CSCP (**worth 20 pts: peer**  **evaluation 5 pts**.)\_\_\_ Attend Mandatory WebEx meeting April 10 at 6:30 – 8:30 pm\_\_\_ Complete your SRI evaluation (**2 pts**)**Due Date:** Wednesday, April 10, 2019 at 11:59 pm |
| 4/11/2019 | Week 15 | \_\_\_ School Counseling Special Topic Presentation Due (Please upload your video and written  section: **50 pts**.)\_\_\_ Complete Praxis 6 extra credit test (**5 pts**)Due Date: Wednesday, April 17, 2019 at 11:59 pm |
| 4/18/2019 | Week 16 | **Assignment** \_\_\_\_ Completed a letter to a parent (**Advisory Board Letter** - **5 pts**)**Video Questions**\_\_\_\_ Review the Video Chapter 15 and the answer the questions **(TTSC)** 5 pts.) Due Date: Wednesday, April 24, 2019 at 11:59 pm |

**Advanced School Counseling Special Topics**

 **(POTENTIAL TOPICS FOR YOUR REVIEW AND CONSIDERATION)**

1. Creative Arts in school counseling
2. Utilizing technology in counseling
3. Digital wellness in schools
4. Counselor as collaborator/mediator
5. Working with illiterate, functionally illiterate students
6. Test anxiety strategies to be shared with students
7. IEP and relevance to school counseling/role
8. 504s and relevance to school counseling/role
9. Literacy and school counseling (use of literature circles, for example)
10. Working with Gay, lesbian, bisexual, transgender students
11. Counselor professional advocacy
12. Moving beyond Bully Prevention to Bully Intervention
	1. How do you help a student with low self-esteem (both the bully and the bullied)
	2. System for reporting
	3. What can PSC say to adult when students report bullying? Process? Procedure? How does the adult staff member respond? (Role play?)
	4. How do you have the conversation with the bully without risking retaliation?
	5. Empower the bullied student and after the bullied tells an adult what happens (explain process/procedure)
13. Children of military families
14. Working with students at risk for dropping out (high school dropouts)
15. College prep for students with disability/College prep for parents of students with disability/College access
16. Conducting effective parent teacher student conferences
17. Bibliotherapy/literature circles in school setting
18. Impact/uses of technology on school setting
19. Group counseling/lesson planning
20. Classroom management techniques
21. Working with children of divorce
22. School counselor’s use of supervision/mentoring for new counselors
23. Data/accountability in schools
24. Working with immigrant youth
25. Career development in schools
26. Homeschool to (elementary, middle, high) school transitions
27. Working with homeless students and their families
28. Working with children with same-sex parents
29. Working with adopted students
30. Supporting multi-racial children
31. Crisis intervention
32. Family-based interventions
33. Motivational interviewing
34. Use of growth mindset
35. Mindfulness in schools
36. Self -regulation skills
37. Conflict resolution
38. Multiple intelligences
39. Suicidal students
40. Students with reactive attachment disorder
41. Parenting/pregnant students
42. Underachieving students (recruiting for honors and AP, bored students)
43. Substance abusers
44. Relational violence
45. Hyperactive children
46. Victims of abuse, neglect
47. Self-harm
48. Aggressive children/BED
49. School phobia/truancy
50. ADHD and the ADHD Brain (working memory)
51. Growth Mindset to improve academics
52. Overachieving students
53. Depressed students
54. Eating disorders in schools
55. Working with student athletes
56. Violence in schools
57. Gifted students
58. Schizophrenia Among Children
59. Childhood bi-polar
60. Runaway/at-risk runaway
61. Students with developmental delays (e.g., speech, motor)
62. Working with ESL population
63. Students with medical concerns (epilepsy, traumatic brain injury, concussions)
64. Sensory stimulation, Brain Gym (Bilateral Stimulation) for students with Autism
65. Students with disabilities/ Learning Disabilities Among Children (e.g., ADHD, AU, VI, etc.)
66. **Other topics of personal interest with instructor permission provided in advance**

**Further Readings in School Counseling**

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Baker, S.B. & Gerler, E.R. (2008). *School counseling for the twenty-first century*. Upper Saddle River, NJ: Pearson Education, Inc.

Brent. S. S. (2010). *A guide to psychiatric services in schools: Understanding roles, treatment, and collaboration.* New York, NY: Routledge.

Burns, M. K., & Gibbons, K. (2008). *Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices.* New York, NY: Routledge.

 Carlson, J., & Lewis, J. (Eds.) (2007). *Counseling the adolescent: Individual, family, and school interventions, fifth edition.* Denver, CO: Love Publishing Company.

Cobia, D. C. & Henderson, D. A. (2003).  *Handbook of school counseling.* Columbus, OH: Merrill/Prentice Hall.

 Cobia, D. C. & Henderson, D. A. (2007). *Developing an effective and accountable school counseling program, second edition.*  Boston, MA: Pearson Merrill.

Cook, M. N., & Weldon, K. (2006). *Counseling kids with emotional and behavioral problems in schools.* Denver, CO: Love Publishing Company.

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Dollarhide, C.T., & Lemberger, M.E. (2006). “No Child Left Behind”: Implications for school counselors. *Professional School Counseling, 9,* 295-304.

Erford, B. T. (2011). *Transforming the school profession, third edition*. Boston, MA: Pearson Merrill.

Gysbers, N. C. & Henderson, P. (2006). *Developing and managing your school guidance and counseling program, fourth edition.*  Alexandria, VA: ACA.

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Johns, B. H., & Carr, V. G. (2009). *Techniques for managing verbally and physically aggressive students.* Denver, CO: Love Publishing Company.

Kerr, M. (2009). *School crisis prevention and intervention.* Upper Saddle River, NJ: Pearson.

Lambie, R. (2008). *Family systems within educational and community contexts*: *Understanding children who are at risk or have special needs.* Denver, CO: Love Publishing Company.

 Meyen, E. L., & Bui, Y. (2007). *Exceptional children in today’s schools*. Denver, CO: Love Publishing Company.

Murphy, J. J. (2008). *Solution-focused counseling in schools, second edition.* Alexandria, VA: ACA.

Reeves, M. A., Kana, L. M., & Plog, A. E. (2009). *Comprehensive planning for safe learning environments: A school professional’s guide to integrating physical and psychological safety – Prevention through recovery.* New York, NY: Routledge.

Sandoval, Jonathan (Ed.) (2002). *Handbook of crisis counseling, interventions, and prevention in the schools*. (2nd ed.). Mahwah, NJ: L. Erlbaum Assoc.

Schmidt, J.J. (2008). *Counseling in schools: Comprehensive programs of responsive services for all students* (5th ed). Boston, MA: Pearson Education, Inc.

Stone, B. S., & Dahir, C. A. (2006). *The transformed school counselor*. Boston, MA: Lahaska Press.

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Ungar, M. (2006). *Strengths-based counseling with at-risk youth.* Thousand Oaks, CA: Corwin Press.

Vernon, A. (2009). *Counseling children and adolescents, fourth edition*. Denver, CO: Love Publishing Company.

Vernon, A., & Kottman, T. (Eds.) (2009). *Counseling theories: Practical applications with children and adolescents in school settings.* Denver, CO: Love Publishing Company.

Whiston, S. C., & Quinby, R. F. (2009). Review of school counseling outcome research. *Psychology in the Schools*, *46(3)*, 267-272.