



North Carolina Central University  
Department of Allied Professions  
*"Communicating to Succeed"*

**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:**

Semester/Year	Fall 2019
Course Name	Introduction to School Counseling - Online
Course Prefix/Number/Section	Con 5303 – OL1
Course Location	Online
Course Meeting Days/Times	Aug. 16th, October 18th, November 1, 2019 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:**

Instructor	Dr. Levette S. Dames, LPC-A, RN, Licensed K-12 School Counselor (NC), NCC
Office Location	SOE 2123
Office Hours	Tues. 10 - 3 p.m.; Thurs. 10-3 p.m. (WebEx or In Office); Mon., and Friday, Grant, Research and LPC-A hrs. Days

	I 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
<b>Email Turn-around:</b>	You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday during virtual office hours.
<b>Grade Turn-around:</b>	Feedback and grading will take one week after due date.

### **Course Catalog Description**

This course is designed to introduce students to the various tenets of the professional school counseling field. Specifically, students will learn about ways to develop and implement developmental, comprehensive school counseling programs in schools at all grade levels. Students will learn about the primary domains from which all professional school counselors operate in order to meet the academic achievement of all students. A historical context will be reviewed as well as various reform efforts that have shaped the school counseling field will be discussed.

This course is a 3-semester hour graduate credit class and is a requirement for all school counseling majors.

#### **Purpose and Structure of Course**

The purpose of this course is to introduce counselor-in-training about the roles and responsibilities of becoming an effective professional school counselor. The course will be a blended experience which involves online, synchronized and a-synchronized online WebEx interactions.

#### **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 MANDATORY* and will be done on Aug. 16th, October 18th, November 1, 2019. Class attendance and participation are essential and integral parts of class. Students will be expected to participate in WebEx discussions supported by literature readings and in-class experiential exercises. 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.

### **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 NCDPI.

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.

### **CON 5303 Course Learning Objective:**

Students enrolled in CON 5303 will understand how to:

1. Describe the history and philosophy of the school counseling profession, the professional roles, functions, and relationships of school counselors with other human service providers, and professional credentialing.
2. Apply the ethical standards of the ACA and ASCA and related entities, and applications of ethical and legal considerations in professional counseling; current issues, policies, laws, and legislation relevant to school counseling;
3. Implement the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
4. Apply knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices;
5. Monitor methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; knowledge of prevention and

crisis intervention strategies;

6. Interpret assessment and evaluation to improve student outcomes;
7. Classify individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all students;
8. Identify issues that may affect the academic, career, and personal/social development and academic functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide); and
9. Distinguish among theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.

**Note:** This course is designed to meet the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016), Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs, and the North Carolina State Department of Public Instruction (NCDPI). The CACREP and NCDPI require that students training to be school counselors receive course work that provides an understanding of the various aspects of professional school counseling that are specified below for CACREP and in the course objectives for NCDPI. CAEP Standards for Advanced Programs follow two principles: 1.) that programs graduate competent and caring educators with dispositions that include a professional commitment and responsibility to treat students/children fairly, while recognizing that all children can learn and 2.) there is evidence that programs have created a culture of evidence and use it to maintain and enhance quality programs and professionals. The objectives listed above represent. Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016). Those Standards are as follows: CACREP Professional Counseling Identity Standards 2.F.1.a, b, c., d, f, g, k-m.; 2.F.2.b., c., 2.F.4.e.f., 2. F.5. a—j. k., m., n, ; 2.F.6.a.b., 2.F.7.a.e.f.g.j.i.m., 2.F.8.b.c.e.i.j. & CACREP School Counseling Standards 5. G.1.; G.2.a-n, G.2.m; 5. G.3. (Barrow, 2016, p. 2).

### **Textbooks/Required Readings**

#### **Required**

1. American Psychological Association (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs, third edition*. Alexandria, VA: Author.

#### **Five easy ways to order:**

Online: [www.schoolcounselor.org](http://www.schoolcounselor.org)  
Phone: (800) 401-2404  
Fax: (703) 661-1501  
Mail: ASCA Publications,  
P.O. Box 960, Herndon, VA 20172  
Or Amazon.com

3. Stone, C., & Dahir, C. A. (2015). *The transformed school counselor 3<sup>rd</sup> Edition*. Nelson

### **Instructors MindTap Unlimited Accessed Textbooks:**

MindTap is required for this course. You can purchase MindTap at the bookstore 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:

PAC CENGAGE UNLIMITED 4 MONTH - \$119.99

PAC CENGAGE UNLIMITED 12 MONTH - \$179.99\*\*

PAC CENGAGE UNLIMITED 24 MONTH - \$239.99

\*\* I suggest getting the 12 month if you are taking Group Counseling and Psychosocial development course in the summer 2020 or using another Cengage textbook in Spring or Summer 2020. You most likely will use another Cengage textbook in Spring or Summer 2020.

This class utilizes Blackboard and *MindTap* resources provided through the publisher to provide instructional resources. You have a couple of different options on the kind of text (hard copy, ebook, or rental), but ALL STUDENTS MUST PURCHASE AN ACCESS CODE in order to access *MindTap*. If you have purchased a used textbook, you still need to purchase the *MindTap* for CourseMate Printed Access Card to access the *MindTap* resources and assignments. You need the 10<sup>th</sup> edition and Cengage/*MindTap* access to the course.

### **Recommended**

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: 978-1-138-83828-4 (You will be using this textbook in Advance School Counseling)

### **Articles to Read**

Baker, S. B., Robichaud, T. A., Westforth Dietrich, V. C., Wells, S. C., & Schreck, R. E. (2009). School counselor consultation: A pathway to advocacy, collaboration, and leadership. *Professional School Counseling, 12*, 200-206.

Griffin, D., & Farris, A. (2010). School counselors and collaboration: Finding resources through community asset mapping. *Professional School Counseling, 13*(5), 248-256.

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

**Technology Needed:** Headphones, camera, speakers, working internet, WebEx account. WebEx can be downloaded on your phone, MindTap/Cengage

## Course Policies

1. **Attendance:** Students are expected to attend and participate in all WebEx, and online class 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 discussion board, your quizzes, and your activities. If you miss your assignments each week you will not be able to go back so marks will be deducted. Therefore, log on each week and complete your assignments due.***
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 Friday night at 11:59. Any assignments turned in after the time mentioned above is late. On the day your assignment is due, submit a copy to BB and/or MindTap.
3. **Papers/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 WebEx.
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 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 Friday at 11:59 PM. Any assignment turned in after your class time is considered late. Late assignments will be marked down one letter grade for everyday of tardiness. 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. Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not university-recognized excuses!
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.

### **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.*

4. **Attendance:** 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").

5. **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-imagining 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

**CACREP Professional Counseling Identity Standards 2. F. 1-8**  
**CACREP School Counseling Standards 5.G. 1-3**

#### Assignment I: Start

Review the "Start" area. There will be a few questions for you to complete and help with understanding the chapter.

#### Assignment II: Read

Please read all of the chapters assigned each week from *MINDTAP*. 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 III: Video Activity/Practice

For the video you must review the video mentioned from the chapter in *MINDTAP* then answer the questions in MindTap/Cengage. Your grade will be transferred to blackboard after I have finished marking it.

#### Assignment IV: The ASCA Corner



Here at the ASCA corner you will review the ASCA National Model in your textbook. You will be assigned pages each week and then journal your reaction to what was read in 150 words 1) What are your thoughts? 2) What have you learnt? and 3) How can it be applied to school counseling? The four domains of the ASCA model are: Foundation, Management, Delivery and Accountability.

### **Assignment V (a): Review and Reflect**

**Review V (a)** and reflect includes the quizzes: One quiz will be given every week in *MINDTAP*. You are expected to complete the quiz on time. The quiz will be due Every Friday at 11:59 pm. Quiz will cover materials from assigned readings, as well as videos and student and instructor discussion. No make-up quiz will be given should you miss class or be late. During the online time, you would have a week to complete your quiz. The quizzes are taken from the chapters. I suggest you read the chapter, review the Powerpoint, and take the sample quiz then the chapter test. If you do not take your test on time you will receive a zero. Take the sample quiz in *MINDTAP* to practice. No makeup quiz.

### **Reflect V (b): Learning Extensions**

These Learning Extensions were developed to provide you with more options for additional class activities, web based prompts for on-line discussions, and a wider selection of assignments and supplemental learning experiences. The instructions are written with the student in mind. These points may vary but will be done each week. Please attempt to complete these before you read the chapter.

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### **Major Assign I (Threes): You will be assigned your partner during orientation.**

Role Statement of the Professional School Counselor (Foliotek, Philosophy of practice, ASCA summary)

**CACREP Professional Counseling Identity Standards 2. F. 1-8**

**CACREP School Counseling Standards 5.G. 1-3**

### ***Students will be asked to articulate their role and philosophy of practice as***

***Professional School Counselors.*** Using the text, readings, and information gathered from school counselors, students will write a reflective narrative presenting their view of the professional school counselor's role and function. Students will be asked to consider the following as they articulate their role/philosophy: The 3 domains of practice; developmental, comprehensive School Counseling Programs; based on appropriate grade level; multicultural considerations; working and collaborating with students, parents, staff, stakeholders. Other considerations may be included as students articulate this role (e.g. barriers to serving students, collaboration, consultation, working with exceptional children, ideal versus perceived role of PSC).

### **Requirements:**

- **Written Communication:** Written communication is free of errors that detract from the overall message. Must be written as an academic paper, in **third person**.
- **APA Formatting:** APA formatted required (title page and reference page). All citations must be formatted according to APA Manual 6th ed.
- **Number of Resources:** Minimum of 3-5 peer-reviewed scholarly articles published in the last 5 years.
- **Length of Paper:** Enough to answer all of the questions at a scholarly level. The entire paper should be typed double-spaced pages. No less than 6 pages. Deductions will be given for paper less than 6 pages but you will not penalize for it over 6 pages. Page

limit does not include title or reference page.

- Font and Font Size: Times News Roman, 12 point.

You will also evaluate each other for a total of five points. Please see the evaluation in blackboard.

See web link for more information on the role of school counselors:

<http://www.schoolcounselor.org/asca/media/asca/home/RoleStatement.pdf>

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### **Major Assign II (Threes)**

School Counselor Visit/Interview (Foliotek, School Visits Summary)

**CACREP Professional Counseling Identity Standards 2. F. 1-8**

**CACREP School Counseling Standards 5.G. 1-3**

Each student will conduct two interviews with school counselors at the elementary, middle, or secondary levels. Students should prepare interview questions ahead of time. Students are to interview school counselors in order to gain an understanding about their role as a professional school counselor and to identify how schools/student/staff needs are similar and different. Please use your ASCA American School Counselor Association. (2012). *The ASCA National Model textbook to answer your question.*

Examples of questions that students may inquire about are as follows and the format should be followed: Write in an essay form. Use as much questions as possible. Use the headings in bold.

Paper must be set up like this:

Title Page: Running head: Names of Authors (one under each other), Name of university

1. The abstract (starts on the second page) should include: a) the background of the paper (1 -2 sentences); b) The purpose of this paper (1 sentence); c) Method: What was the process of the interview? (1-3 sentences); d) Results of the interview: What did you find out about these two school counselors? (3 or 4 sentences). e) Concluding sentence including implication for school counseling (1 to 2 sentence). This abstract should be no more than 150-200 words.
2. The introductory section (do not use the word introductory; starts on the third page under the title of your paper) it should include: The School Counselor's Role: Who are the counselors, do not use real names but state what type of school they are currently counseling? a) Why did you enter the profession? b) What are your qualifications to be a school counselor? c) What are the different licenses and professional development have you obtained over the years? d) How the school counselor describes his/her professional role in working students?  
*Use a transitional sentence to go onto the next section.*
3. **Heading One: Foundations**
  - What are your personal beliefs that address how all students benefit from the school counseling program?
  - What is your vision statement that defines what the future will look like in terms of student outcomes?
  - What is your mission statement that aligns with their school's mission and develop program goals that define how the vision and mission will be measured?
  - How do you infuse the three domains: academic, career and social/emotional

development to enhance your school counseling program?

- How do they infuse the The ASCA School Counselor Competencies for knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession?

#### **4. Heading Two: Management**

- How do you incorporate school counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities? How they evaluate their effectiveness throughout the year?
- How they developed (if a new program) or maintain their comprehensive school counseling programs (CSCP)?
- How do you use time assessment to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students? What a typical day looks like for the school counselor?
- Do you develop annual agreements with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished? How they identify their goals for the comprehensive school counseling programs (CSCP) each school year?
- Do you have an advisory councils made up of students, parents, teachers, school counselors, administrators and community members to help review and make recommendations about school counseling program activities and results? How are they chosen?
- How they work collaboratively with their administration, school social workers, school psychologist, school nurses, teachers, parents, etc. to meet the needs of the students?
- Do you use data to measure the results of the program as well as to promote systemic change within the school system so every student graduates college and career ready? What are the different data used?
- How are curriculum, small-group and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and measure the impact on achievement, behavior and attendance used in the school? How they determine which students will be in their groups or which students they will see for individual?
- Do you have an annual and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program?

#### **5. Heading Three: Delivery:**

- Do you have a School Counseling Core Curriculum that consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level? How is this managed?
- What are the individual student planning school counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans?
- What theoretical frameworks do they use in the schools?
- What are the responsive services in your school designed to meet students' immediate needs and concerns?
- What are the indirect services are provided on behalf of students as a result of the

school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations? How often they have to refer students/parents/families to community resources?

- How they integrate cultural considerations into their daily work in their school(s)?
- What are common issues that they see in their schools and communities?

**6. Heading Four: Conclusion: Each student should have own conclusion.**

For eg. (Counselor-One-in Training believes...). Students are invited to include their observations and reflections on the identity of a school counselor and the school counselor's role based on the responses they hear (e.g., what surprised you? concerned you?). What have you learned from this exercise? What is something you can incorporate in your school counseling program?

It is preferable for students to visit school counselors at their schools. However, if the school counselor does not have time, you may contact him/her via phone. If you are allowed shadowing a professional school counselor for a half-day or full day may provide you a more thorough view of their work.

Papers will be graded on the quality of the thought, insight, and scholarly writing. **USE HEADING ABOVE FOR EACH SECTION OF YOUR PAPER.** Your paper should therefore have different headings highlighted above.

**Requirements:**

- **Written Communication:** Written communication is free of errors that detract from the overall message. Must be written as an academic paper, in **third person**.
- **APA Formatting:** APA formatted required (title page, abstract, and reference page). All citations must be formatted according to APA Manual 6th ed.
- **Number of Resources:** Minimum of 5 peer-reviewed scholarly articles published in the last 5 years. You can use one of your textbooks as a reference, and the ASCA textbook.
- **Length of Paper:** Enough to answer all of the questions at a scholarly level. The entire paper should be typed double-spaced pages. No more than six pages but deduction will not be given for more than 6 pages but points deducted for less than 4 pages. Each section should be half of the page in length. Page limit does not include title or reference page.
- **Font and Font Size:** Times News Roman, 12 point.

See web link for more information on the role of school counselors:

<http://www.schoolcounselor.org/asca/media/asca/home/RoleStatement.pdf>

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**Major Assignment III: (Group Work)**

Development and presentation of a large group guidance unit and of a lesson plan

**CACREP Professional Counseling Identity Standards 2.F.1.b, f; 2.F.5.c.**  
**CACREP School Counseling Standard 5.G.3.**

**Description of large group guidance unit component:** Each student will develop a large

group guidance unit that would be appropriate for his or her preferred developmental level (i.e., elementary, middle, or secondary school). For the purposes of this assignment limit yourselves to a unit that requires no more than five sessions consisting of 20 to 40-minute time blocks. An electronic of the unit is to be submitted to Dr. Dames by the time (**i.e., October 18**). Consider using the ASCA National Standards as a resource (see ASCA National Model). The purpose of this assignment is to provide students with an opportunity to learn how to apply the basic prevention programming competencies. Prepare the assignment according to the following guidelines.

### **Introduction to the Unit**

1. Decide whether the unit is to achieve primary, secondary, or tertiary prevention goals.
2. Provide a statement of the goals for the program and briefly describe the targeted recipients of the program. Provide information about the evidence-based foundation of the program. Indicate how participants will be recruited for the program.
3. Indicate how many five sessions there will be, how long they will be, and what duration of time will pass between the sessions.
4. Provide other details that are considered pertinent (e.g., needs assessment data, bibliography of resources, informed consent forms)

### **Lesson Plans**

5. Use the following guidelines for the content of each of the lessons in the unit.
  - a. Specific behavioral objectives for each lesson.
  - b. Materials needed for each lesson.
  - c. Instructional delivery systems to be used in each lesson (e.g., presentations, activities, etc.).
  - d. Methods for evaluating whether objectives for each lesson were met.

### **Evaluation Strategy**

6. Indicate how assessment of overall goals will be accomplished (i.e., knowledge, attitudes, and behaviors to be influenced in the unit).
7. Describe selected evaluation strategies (e.g., results-based, perception, and/or time-on-task data).

**Grading system for the guidance unit assignment:** Dr. Dames will use the grading system presented above to evaluate and grade the papers. Grading components will be based on how well each of the seven guidelines listed above was followed.

**Description of lesson plan presentation component:** Each student will select a sample lesson from the large group guidance unit to be demonstrated and uploaded via blackboard by **October 18th**.

1. Students will design a 15-minute classroom guidance. Points will be deducted for less than 15-minutes and more than 17 minutes. Use one of the lesson plans session from your five sessions above. Choose your particular audience and teach the lesson plan. It can be your family members or persons who agreed to be a part of the video. **YOU ARE ACTUALLY TEACHING THE LESSON PLAN.** We need to see your face in the video. Upload it as a you tube video and select private.
2. Provide the audience with a one-page document that briefly describes the unit and the lesson plan (i.e., goals and content) and summarize it orally before beginning the demo.
3. Conduct the lesson in an organized manner that demonstrates a clear relationship between content and goals.

4. Provide the role-playing simulated with class members with adequate instructions.
5. Demonstrate clearly an understanding of the information being presented.
6. Provide an interesting beginning that engages the participants.
7. Demonstrate competence at getting the participants motivated and involved.
8. Cover all of the contents of the lesson plan within the designated time limits.
9. Provide adequate closure for the participants (e.g., transfer of training assignment) and for the audience (i.e., summary).

**Grading system for the lesson plan presentation:** Dr. Dames will use the grading system presented above to evaluate and grade the papers. Grading components will be based on how well each of the 8 guidelines listed above was followed.

**Summary grades for the guidance unit and lesson plan demonstration will be averaged into one overall grade.**

### **Major Assignment IV (Group Work)**

#### Self-Directed Learning Experience Poster-Presentation

Submit and present a virtual research literature on a contemporary issue facing school counselors. Guidelines for the paper are as follows: Virtual poster presentation should include relevant information that you have learned from at least 5 references as well as pictures, graphics etc and information from your textbooks. Be sure that your poster presentation is talking points rather than your speech. Your notes will also be collected. The talking points should be a summary of all of the material that you will be covering. Reference slide(s) should be included. Your research Poster should demonstrate depth and understanding of your topic of interest:

1. Select a contemporary topic related to school counseling to research and present about. This can be something that students today deal with such as academics, divorce, dating violence, Title 9 (harassment, access to sports), special education, counselor collaboration, substance abuse, eating disorders, etc. etc. Topic due to Dr. Dames on September 13, 2019.
2. Use the APA publication manual (6th ed.) for guidance.
3. Cite a minimum of 5 peer-reviewed journal articles and professional books
4. Begin with an introduction that explains the goal of your paper
5. Provide an organized logical presentation of the issue you are discussing and as relevant how that issue has evolved over time (e.g., what makes it relevant today? how may have it been handled differently in the past?)
6. Provide a discussion based on critical thinking about what you read that presents insights you've had, challenges you've discerned, predictions you've considered, and potential solutions you've discovered
7. Finish with by sharing the most meaningful thoughts about being a professional school counselor this assignment has generated. Due on November 1, 2019.

Each student will be three.

- a) Goal of the post presentation
- b) Historical development; What makes it relevant today? How have it been handled differently in the past (10 pts.),
- c) Psychosocial aspects (10 pts.),
- d) School Counseling issues within the population you are researching and counselors can address it.
- e) Knowledge of theories of that particular issue; What theories, techniques AND skills

- necessary for working with your topic (20 pts)
- f) School counseling Interventions (40 pts.)
  - g) How information relates or can be used in school counseling area (10 pts.)
  - h) Organization of Poster (5 pts.), APA (20 pts.), Grammar (5 pts.)
  - i) Group Member Evaluation: You will be provided with a peer evaluation form. You will grade your group partner (s) based the various criterion on the form (10 pts)
  - j) Peer Evaluation: Each Student will complete one of these evaluations for each presentation. These must be completed within two hours after each presentation and emailed to the instructor (10 pts)
  - k) Presentation: Presenters demonstrate an ability to think critically, knows subject content, and presents a well-balanced view with enough detail to enhance the presentation 10 pts
  - l) Timing: 5 pts will be deducted after your 15 minutes. So practice!!!

This self-directed learning experience will be presented in a virtual poster presentation (template will be provided in blackboard). Students will present their presentation in 15 minutes during November 1st, 2018 WebEx meeting. Please be on time. Please present and not just read from the poster presentation. Instructions for the WebEx will be provided on blackboard.

**Extra Credit I (5 pts.):** Attend The North Carolina School Counseling Association Conference (NCSCA; November 13-15, 2019; Charlotte North Carolina:).



Attend the majority of the sessions while attending this conference. Discuss two sessions you visited and speak about each one of the sessions attended. Give the title, who presented, what it was about, how does it relate to school counseling, how can you incorporate it into your school counseling program? Give a copy of your registration, a copy of flyer if applicable from each session, Historically NCSCA has granted a discounted one-day conference fee to students who present poster sessions and also has provided a free breakfast and a free luncheon for graduate students. When more than one person is presenting the poster, only one may receive the free one-day fee.

**Legal Background**  
**Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct**

North Carolina Central University (“NCCU”) is committed to academic and professional excellence, which is evidenced by NCCU’s intent to enhance and protect the educational process. In furtherance of this commitment, NCCU prohibits unlawful discrimination and strives to ensure a safe and inclusive learning environment for all students. This memorandum is intended to remind all NCCU faculty and staff employees about the University’s obligations under federal law to provide accommodations to students with disabilities and to report information regarding sexual misconduct. This memorandum also reminds NCCU faculty and staff employees about campus resources available to assist them in

meeting these obligations.

### 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 Accessibility Services ("SAS")** (formerly Student Disability Services) and providing documentation of a disability. Once a student makes a request, SAS 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 also must comply with Title IX of the Education Amendments of 1972 ("Title IX"), which prohibits discrimination on the basis of sex (including sexual harassment, sexual violence, and pregnancy) in the University's educational programs and activities. **NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4)** was adopted in compliance with Title IX and applies to all members of the NCCU community, including students, faculty, staff, administrators, volunteers, vendors, independent contractors, and any individuals regularly or temporarily employed, studying, living, visiting, conducting business or having any official capacity with the University. The 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 SAS and to provide accommodations as outlined by the SAS staff. To determine reasonable accommodations, SAS 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 SAS 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. If a student self-identifies a disability to a faculty member, department or professional school, the faculty member should refer the student to SAS 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. A report to a responsible employee constitutes a report to the University. Prompt reporting by responsible employees makes it possible for students to get the support they need and for NCCU to respond appropriately to incidents of sexual misconduct. When a report is made to a responsible employee, the University has an obligation to investigate and take appropriate action. Title IX also protects students from discrimination and being treated differently due to pregnancy and pregnancy-related conditions. Title IX requires professors and administrators to treat pregnancy, childbirth, and related conditions in the same manner as any other temporary disability.

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 (**indicated below in bold text**) 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](mailto: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](http://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 (NCCU 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, Regulations and Rules website at [www.nccu.edu/policies](http://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](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://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 that impact their academic progression (e.g.,

homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, [studentadvocacy@nccu.edu](mailto: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, 2<sup>nd</sup> Floor, (919) 530-7646, [counseling@nccu.edu](mailto: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](mailto:nccupdinfo@nccu.edu).

Faculty members are encouraged to contact SAS at (919) 530-6325 with questions about compliance with Section 504 and the ADA, or the Title IX Coordinator at (919) 530-7944 with questions about the Sexual Misconduct Policy and compliance with Title IX.

### **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](http://www.nccuCounseling.com)) on the student page. You should create and open your foliotek account in January 2020 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 11<sup>th</sup>, 2020.

## Course Requirements and Points

Course requirement	Points	Due Date
<b>Assignment I:</b> Start	15 pts.	Every Week
<b>Assignment II:</b> Read Chapters	0 pt.	Every Week
<b>Assignment III:</b> Practice and Introduction	40 pts.	Every Week
<b>Assignment IV:</b> ASCA Corner	15 pts.	Every Week
<b>Assignment V (a) :</b> Review (Quizzes:10 quizzes)	50 pts	Every Week
<b>Assignment V (b) :</b> Reflect: Learning Extensions	50 pts.	Every Week
<b>Major Assignment I:</b> Role Statement of the Professional School Counselor	50 pts.	Sept., 13, 2019
<b>Major Assign II:</b> School Counselor Visit/Interview	80 pts.	Sept., 27, 2019
<b>Major Assignment III:</b> Large group guidance unit	80 pts.	Oct., 18 <sup>th</sup> , 2019
<b>Major Assignment IV:</b> Self-Directed Learning Experience Poster-Presentation	120 pts.	Nov., 1 <sup>st</sup> , 2019
Extra Credit: NCSCA Conference (Nov 13-15, 2019)	5 pts.	Nov., 22 <sup>nd</sup> , 2019
<b>Total</b>	<b>505 pts</b>	

**This course will be graded using an A to F-system as follows:  
Grading Scale**

450 and above	A
400 - 449	B
350 - 399	C
349 and below	F

**No grade below “C” will be accepted toward a graduate degree.**

### **Course Policies**

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 (6<sup>th</sup> 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**

When contacting me via email your email subject line should be relevant to your email content. Please use **“Introduction to School Counseling: (Reason for your email)”**

and then describe the nature of your email.

### **Academic Honesty Reminder**

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 Word documents (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

### **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**)

Date	Topic	Reading/Assignment	
<b>Pre-Unit</b>			
<p><b><u>Week 0 &amp; Week 1</u></b></p> <p><b>Topic:</b> Introduction to the Course/Syllabus/Expectations</p> <p><b><u>Date: Friday, August 16, 2019</u></b></p> <p>___ Attend WebEx Meeting Friday, August 16, 2019 at 6:30 – 8:30 pm            ___ Create a Cengage Account customer supply account (if you do not have one)            ___ Purchase the access code through blackboard and then sign in            ___ Explore “<i>MindTap</i>”            ___ Please always use <i>Chrome</i>, or <i>FireFox</i> as your browser            ___ Review the video on how to access your <i>MindTap</i> through Blackboard            ___ Review Start Here in Blackboard            ___ Read and Sign into <i>MindTap</i>            ___ Review syllabus and expectations            ___ Review the “<b>Start Here</b>” Complete all of these items in this folder begin with watch the video.            ___ Review the “<b>Instructor Information</b>”            ___ Review the “<b>Course Information</b>”            ___ Always access your <i>MindTap/Cengage</i> through blackboard</p> <p><b><u>Review</u></b></p> <p>___ Review Course Description            ___ Review Student Learning Outcomes            ___ Review Required TextBook            ___ Review Cengage/<i>MindTap</i>            ___ Review Evaluations &amp; Grades            ___ Review Course Syllabus            ___ Review and read Online Netiquette            ___ Review and read Video Conferencing Netiquette</p> <p><b><u>Assignments</u></b></p> <p>___ Introduce yourself in “<i>BlackBoard Discussion</i>” (2.5 pts)            ___ Video Activity: Review the Video on “<b>13 Reason Why</b>” (5.5 pts.)            ___ Reflect Extension 4: Think back to your high school days (2.5 pts.)</p> <p><b>Due Date:</b> Friday, August 23, 2019</p>			<b>ASCA/CACPREP</b>
<b>UNIT 1</b>			
08.30.19	<p><b>WEEK 2:</b></p> <p><b>Chapter 1:</b> Working in Today's Schools</p>	<p><b>Chapter 1 – Working in Today's Schools</b></p> <p><b><u>Start</u></b></p> <p>___ Read and answer the school counseling casebook scenario (practice)</p> <p><b><u>Read:</u></b></p>	<p><b>CACREP Core</b> Standards 2.F.1.a, b, d, f, and g</p> <p><b>CACREP School Counseling</b> Standards 5. G.1.a, G.2.I, G.2.m</p>

	<p><b>(TTSC)</b></p> <p><b>Chapter 1:</b> The School Counseling Professions <b>(SCFTTC)</b></p>	<p>___ Read Chapters 1: (TTSC) ___ Read Chapter 1: (SCFTTC) ___ Review Chapter 1 Power point</p> <p><b><u>Practice:</u></b> ___ Discuss back to your <b>high school days</b> (Practice)</p> <p><b><u>Review</u></b> ___ Chapter 1 Quiz (Required: <b>5 pts</b>) ___ Sample Quiz Chapter 1 (Practice)</p> <p><b><u>The ASCA Journal Corner</u></b> ___ Review the ASCA National Model Themes (p. 1-8)</p> <p><b><u>Reflect/Learning Extensions:</u></b> ___ Complete question 4 learning extensions in MindTa (Practice)</p> <p><b><u>Due Date:</u></b> Friday, August 30, at 11:59 PM. ___ Begin your Major Assignment I, II, III, IV ___ Meet with your Group members this week</p>	
09.6.19	<p><b>WEEK 3:</b></p> <p><b>Chapter 2:</b> Counseling Theory in Schools <b>(TTSC)</b></p> <p><b>Chapter 8:</b> Individual and Group Counseling Responding to Selected Needs in Schools <b>(SCFTTC)</b></p>	<p><b>Chapter 2: Counseling Theory in Schools</b></p> <p><b><u>Start</u></b> ___ Reflect on the personal qualities that a school counselor should possess to successfully engage students in the counseling process. Which qualities do you need to further develop? How will you do this? (<b>2.5 pts</b>: Use the Chart to complete your answer.) ___ Read and answer the school counseling casebook scenario (practice)</p> <p><b><u>Read:</u></b> ___ Read Chapters 2: (TTSC) ___ Read Chapter 2: (SCFTTC) ___ Review Chapter 2 Power point (TTSC)</p> <p><b><u>Video Activity:</u></b> ___ Review the Video and answer the questions: ___ Technique Board Games 1: (Questions: <b>5.5 pts</b>)</p> <p><b><u>Review</u></b> ___ Chapter 2 Quiz (Required: <b>5 pts</b>) ___ Sample Quiz Chapter 2 (Practice)</p> <p><b><u>The ASCA Corner</u></b> ___ Review Foundation; beliefs, Vision Statement, Mission Statement and Program Goals (p. 21-29: <b>2.5 pts.</b>)</p> <p><b><u>Reflect/Learning Extension:</u></b> ___ Complete question 4 (Create a theory summary...) and 3 (Reflect on your personal experience of learning extensions) in MindTap (<b>2.5 pts</b>)</p>	<p><b>CACREP CORE:</b> 2.F.2.b.c, 2.F.5.a.b.j.n., 2F.6. b., 2.F.8,e.</p> <p><b>CACREP SCHOOL COUNSELING:</b> 5.G.3.f</p>

		<p><b>Due Date:</b> Friday, September 6<sup>th</sup>, at 11:59 PM.</p> <p>___ Continue with your Major Assignment I, II, III, IV</p> <p>___ Meet with your Group members this week</p>	
09.13.19	<p><b>WEEK 4:</b></p> <p><b>Topic:</b> <b>Chapter 3</b> Counseling Practice in Schools</p>	<p><b>Chapter 3: Counseling Practice in Schools</b></p> <p><b>Start:</b></p> <p>___ Often overlooked are the community-based organizations (CBOs) that specialize in prevention and intervention counseling and education on social issues and youth-related concerns. Go to your local yellow pages and identify 10 CBOs that can help support your school counseling program</p> <p>___ Read and answer the school counseling casebook scenario (practice)</p> <p><b>Read:</b></p> <p>___ Read Chapters 3: (TTSC)</p> <p>___ Review Chapter 3 Power point</p> <p><b>Practice:</b></p> <p>___ Review the Video: Interview with elementary School Counseling” Videos and answer the questions Activity: (practice)</p> <p><b>Review</b></p> <p>___ Chapter 3 Quiz (Required: <b>5 points</b>)</p> <p>___ Sample Quiz Chapter 3 (Practice)</p> <p><b>The ASCA Corner</b></p> <p>___ Review Foundation; ASCA School Counselor Competencies and Ethical Standards for School Counselors</p> <p><b>Reflect:</b></p> <p>___ Discuss the learning extension in class</p> <p><b>Due Date:</b> Friday, September 13<sup>th</sup>, 2019 at 11:59 pm</p> <p>___ <b>Major Assignment I Due:</b> Role Statement of the Professional School Counselor (<b>50 pts.</b>)</p> <p>___ Continue Major Assignment II, III, IV</p>	<p><b>CACPREP CORE:</b> Standard: 2.F.d, 2.F.e</p> <p><b>CACPREP SCHOOL COUNSELING</b> Standard 3.G.2.a,5, G.2.f.</p>
09.20.19	<p><b>Week 5:</b></p> <p><b>Topic:</b> <b>Chapter 4:</b> School Counselors as Leaders (TTSC)</p> <p><b>Chapter 6</b> Leadership and Collaboration in School Counseling</p>	<p><b>Chapter 4: School Counselors as Leaders</b></p> <p><b>Start</b></p> <p>___ Think of a specific situation(s) in which you acted in a leadership capacity and answer the following questions. Refer to types of power on textbook pages 107-109: (a) What power types described do you use most and why; (b) Which type of power does you least prefer and why? (<b>2.5 pts.</b>)</p> <p>___ Read and answer the school counseling casebook scenario</p> <p><b>Read:</b></p>	<p><b>CACPREP CORE:</b> Standard F.1.b, c</p> <p><b>CACPREP SCHOOL COUNSELING:</b> Standard G.1.d, G.2.a, d</p>

	<b>(SCFTTC)</b>	<p>___ Read Chapters 4: (TTSC)          ___ Read Chapter 6: (SCFTTC)          ___ Review Chapter 4 Power point (TTSC)</p> <p><b>Video Activity:</b>          ___ Review the Video: Interview: with Elementary School Counselor from Chapter 1 Video and answer the questions Activity: <b>(5.5 points)</b></p> <p><b>Review</b>          ___ Chapter 4 Quiz (Required: <b>5 pts</b>)          ___ Sample Quiz Chapter 4 (Practice)</p> <p><b>The ASCA Corner</b>          ___ Review Management: Assessments (p.41-43; <b>2.5 pts</b>)</p> <p><b>Reflect/Learning Extensions:</b>          ___ Complete question 2 (Leadership opportunities for school counselors) of learning extensions in MindTap <b>(2.5 Points)</b></p> <p><b>Due Date:</b> Friday, September, 20<sup>th</sup>, at 11:59 PM.          ___ Continue Major Assignment II, III, IV          ___ Meet with your Group members this week for Assignment</p>	
<b>UNIT 2</b>			
09.27.19	<b>WEEK 6:</b>  <b>Topic:</b>  <b>Chapter 5:</b> School Counselors as Advocates (TTSC)  <b>Chapter 5:</b> Advocacy In School Counseling (SCFTTC)	<p><b>Chapter 5: School Counselors as Advocates Start</b></p> <p>___ Your principal is desperately trying to raise the dismal 70% daily attendance rate, one of the areas of accountability for principals in the district. Using this example, discuss the role the school counseling program can have in helping the principal positively impact this data. Review the seven steps when advocating for change (textbook page 141). Refer to the Advocacy in Action guidelines on textbook pages 142-143. Using the Internet, research strategies that have worked to raise attendance rates in other schools or your own school. How did all of the involved stakeholders contribute? <b>(Practice)</b></p> <p>___ Read and answer the school counseling casebook scenario (practice)</p> <p><b>Read:</b>          ___ Read Chapters 5: (TTSC)          ___ Read Chapter 5: (SCFTTC)          ___ Review Chapter 5 Power point (TTSC)</p> <p><b>Practice:</b></p> <p>___ Review the Video: A girl advocating for her school counselor  <a href="https://www.youtube.com/watch?v=HnNWCF06ySo">https://www.youtube.com/watch?v=HnNWCF06ySo</a></p> <p><b>Review</b></p>	<p><b>CACPREP CORE:</b>          Standard: 2.F.d, 2.F.e</p> <p><b>CACPREP SCHOOL COUNSELING</b>          Standard 3.G.2.a,5, G.2.f.</p>



		<p> <input type="checkbox"/> Chapter 5 Quiz (Required: 5 points)  <input type="checkbox"/> Sample Quiz Chapter 5 (Practice) </p> <p><b>The ASCA Corner</b></p> <p> <input type="checkbox"/> Review Management: Tools (p.46-50) </p> <p><b>Reflect:</b></p> <p> <input type="checkbox"/> Complete question 4 of learning extensions in MindTap (practice) </p> <p><b>Due Date:</b> Friday, September, 27th, at 11:59 PM.</p> <p> <input type="checkbox"/> <b>Major Assign II:</b> School Counselor Visit/Interview  <input type="checkbox"/> Continue Major Assignment II, III, IV  <input type="checkbox"/> Meet with your Group members this week for Assignment </p>	
<p><b>10.04.19</b></p>	<p><b>WEEK 7:</b></p> <p><b>Chapter 6:</b> Legal and Ethical Issues for School Counselors (TTSC)</p> <p><b>Chapter 4:</b> Legal and Ethical Responsibilities in school Counseling (SCFTTC)</p>	<p><b>Chapter 6: Legal and Ethical Issues for School Counselors</b></p> <p><b>Start</b></p> <p> <input type="checkbox"/> Go to the ASCA website and read the code of ethics. Discuss the sections of the ethical standards that you found to be the most important, the most ambiguous, and the least helpful. <i>Use google.com to search for the websites of the organizations and titles listed.</i> Refer to information about ACA and ASCA Codes on textbook page 300 <b>(2.5 pts.)</b>  <input type="checkbox"/> Read and answer the school counseling casebook scenario (practice) </p> <p><b>Read:</b></p> <p> <input type="checkbox"/> Read Chapters 6: (TTSC)  <input type="checkbox"/> Read Chapter 4: (SCFTTC)  <input type="checkbox"/> Review Chapter 6 Power point (TTSC) </p> <p><b>Video Activity:</b></p> <p> <input type="checkbox"/> Review CPS video and then answer the Question. This has one question. Please use 150 words and expand on this answer. Use articles. <b>(5.5 pts)</b> </p> <p><b>Review</b></p> <p> <input type="checkbox"/> Chapter 6 Quiz (Required: <b>5 pts</b>)  <input type="checkbox"/> Sample Quiz Chapter 6 (Practice) </p> <p><b>The ASCA Corner</b></p> <p> <input type="checkbox"/> Review Management: Tools (p.51-83; <b>2.5 pts.</b>) </p> <p><b>Reflect/Learning Extensions:</b></p> <p> <input type="checkbox"/> Complete question learning extensions (Academic Advising (<b>Required: 2.5 pts.</b>) </p> <p><b>Due Date:</b> Friday, October 4<sup>th</sup>, at 11:59 PM.</p> <p> <input type="checkbox"/> Continue Major Assignment III, IV  <input type="checkbox"/> Meet with your Group members this week for Assignment </p>	<p><b>CACREP Core Standard 2.F.1.I</b></p> <p><b>CACREP School Counseling Standard 5. G.2. n</b></p>

10.11.19	Week 8	<p><b>No WebEx Class: No Assignment</b>  <b>October 15 and 16:</b> Fall Break for Undergraduate and Graduate Students</p> <p><b>Friday, October 11, 2019:</b> Last day for graduate student to withdraw from the class with a (WC)</p>	
<p>10.18.19</p> <p><b>WebEx Meeting</b> 6:30-8:30 pm</p>	<p><b>WEEK 9:</b></p> <p><b>TOPIC:</b></p> <p><b>Chapter 7:</b> Implementing the ASCA National Model (TTSC)</p> <p><b>Chapter 2:</b> Toward Comprehensive Model for Professional School Counseling (SCFTTC)</p>	<p><b>Chapter 7: Implementing the ASCA National Model</b></p> <p><b>Start</b></p> <p>_____ Reflect on the scenario presented in the beginning of this chapter on textbook page 184. What competencies would be most helpful for students in your school to acquire the knowledge and skills to be better prepared to have all options after high school, including college? How can the ASCA Mindsets and Behaviors for Student Success standards help you prepare your Students? Review the National Standards on textbook pages 188 -192 and refer to Box 7.2 on textbook page 190. Determine which area of student development (academic, career, and/or personal/social) you will focus on. How will implementing the standards help your students? (2.5 points)</p> <p>_____ Read and answer the school counseling casebook scenario</p> <p><b>Read:</b></p> <p>_____ Read Chapters 7: (TTSC)</p> <p>_____ Read Chapter 2: (SCFTTC)</p> <p>_____ Review Chapter 7 Power point (TTSC)</p> <p><b>Discussion Board:</b></p> <p>_____ Service versus Program Driven Program (practice)</p> <p><b>Video Activity:</b></p> <p>_____ Review these two videos: ASCA Model 1 &amp; 3  <a href="https://www.youtube.com/watch?v=DRsdLLK8gdl">https://www.youtube.com/watch?v=DRsdLLK8gdl</a>  <a href="https://www.youtube.com/watch?v=TW1PD0hUR04">https://www.youtube.com/watch?v=TW1PD0hUR04</a>  then answer the question: What were both of the videos about? What have you learnt? What is something you can use in your school counseling program? <b>(5.5 points)</b></p> <p><b>Review</b></p> <p>_____ Chapter 7 Quiz (5 points)</p> <p>_____ Sample Quiz Chapter 7 (points)</p> <p><b>The ASCA Corner</b></p> <p>_____ Review Deliver: Direct Student Services (p.84-87: <b>2.5 pts</b>)</p> <p><b>Reflect/Learning Extensions:</b></p>	<p><b>CACREP Core Standards</b> Standard 2.F.1.a, b</p> <p><b>CACREP School Counseling Standards</b> 5.G.1.a, b; G.2.a; G.3.a</p>

		<p>___ Complete question learning Extensions 3 (You are in the process...; <b>2.5 pts.</b>)</p> <p><b>Due Date:</b> Friday, October 18, at 11:59 PM.</p> <p>___ <b>Major Assignment III – Classroom Guidance Due</b></p> <p>___ Continue working on Major Assignment IV</p>	
<p><b>10.25.19</b></p>	<p><b>Week 10:</b></p> <p><b>Chapter 8:</b> Accountability and Data Driven Decision Making (TTSC)</p> <p><b>Chapter 3:</b> Accountability and Assessment in School Counseling (SCFTTC)</p>	<p><b>Chapter 8: Accountability and Data Driven Decision Making</b></p> <p><b>Start</b></p> <p>___ Review MEASURE on textbook pages 232-240 ___ Then answer this scenario using this MEASURE</p> <p>It is an unwritten policy of the teachers and administration of your school that all students who are in danger of being retained for the second time be screened and tested for possible placement into special education classes. Special Education (SE) students can have testing accommodations if they have identified disabilities and are offered different promotion and graduation policies. You believe that in your particular school there is an over reliance on SE as an intervention without aggressive searches for other effective means to support students before they get to their second retention. There are a disproportionate number of minority students placed into SE programs. What will be the role of your school counseling program in curbing the trend for SE placement as an intervention? (<b>Practice</b>)</p> <p>___ Read and answer the school counseling casebook scenario (practice)</p> <p><b>Read:</b></p> <p>___ Read Chapters 8 (TTSC) ___ Read Chapter 3: (SCFTTC) ___ Review Chapter 8 Power point (TTSC)</p> <p><b>Practice:</b></p> <p>___ Review Chapter 2 video entitled, Counseling Children and answer the quiz on Cengage</p> <p><b>Review,</b></p> <p>___ Chapter 8 Quiz (Required 5 points) ___ Sample Quiz Chapter 8</p> <p><b>The ASCA Corner</b></p> <p>___ Review Delivery: Indirect student Services (p.87-99)</p> <p><b>Reflect:</b></p> <p>___ Complete question 5 learning extensions (Practice)</p> <p><b>Due Date:</b> Friday, October 25<sup>th</sup>, at 11:59 PM.</p> <p>___ Continue Major Assignment III ___ Meet with your Group members this week for Assignment IV</p>	<p><b>CACREP Core</b> Standards 2.F.1.k., 2.F.4.e., 2.F.5.i.j., 2.F.7.a.e.f.g.j.i.m., 2.F.8.b.c.e.i.j.</p> <p><b>CACREP School Counseling</b> Standards 5.G.1.e, 5.G.3.b.e.n.o.</p>

**UNIT 3**

<p><b>11.1.19</b></p>	<p><b>WEEK 11</b></p> <p><b>Chapter 9: Diversity Matters (TTSC)</b></p>	<p><b>Chapter 9: Diversity Matters Start</b></p> <p>___ Explore the impact that your name, first and last, had on your personal identity. Consider how your name relates to your growth and development from a variety of diverse perspectives, including race, ethnicity, and culture. Search for the origin of both your first and last name. Do you see connections to what you perceived your name to be and the origin of your name <b>(2.5 Points)</b></p> <p>___ Read and answer the school counseling casebook scenario (practice)</p> <p><b>Read:</b></p> <p>___ Read Chapters 9 (TTSC)</p> <p>___ Review Chapter 9 Power point (TTSC)</p> <p><b>Practice:</b></p> <p>___ Review “Diversity Scenario Videos # 2. Then answer the questions in Cengage <b>(5.5 points)</b></p> <p><b>Review</b></p> <p>___ Chapter 9 Quiz (Required: 5 points)</p> <p>___ Sample Quiz Chapter 9 (Practice)</p> <p><b>The ASCA Corner</b></p> <p>___ Review Accountability: Data Analysis (p.100; <b>2.5 Pts.</b>)</p> <p><b>Reflect/Learning Extension:</b></p> <p>___ Complete question 3 (In your school, Hispanics comprise) learning extensions <b>(2.5 pts.)</b></p> <p><b>Due Date:</b> Friday, November 1<sup>st</sup> at 11:59 pm</p> <p>___ <b>Major Assignment III: (Large group guidance unit)</b></p>	
<p><b>11.08.19</b></p>	<p><b>WEEK 12:</b></p> <p><b>Chapter 10</b></p> <p>Working with Special Needs Students (TTSC)</p>	<p><b>Chapter 10: Working with Special Needs Students Start</b></p> <p>___ Discuss parental involvement in the special education process under IDEA. What are parents’ rights? How are parents to be involved in the process? Discuss whether or not you believe a parent should have the final say as to whether or not their child receives special education services. <b>(Practice)</b></p> <p>___ Read and answer the school counseling casebook scenario (practice)</p> <p><b>Read:</b></p> <p>___ Read Chapters 10 (TTSC)</p> <p>___ Review Chapter 10 Power point (TTSC)</p>	

		<p><b>Practice:</b>  <input type="checkbox"/> Review: Puppets 1, 2, 3 answer the questions.  In Cengage</p> <p><b>Review</b>  <input type="checkbox"/> Chapter 10 Quiz (Practice)  <input type="checkbox"/> Sample Quiz Chapter 10 (Practice)</p> <p><b>The ASCA Corner</b>  <input type="checkbox"/> Review Accountability: Program Results (p. 101-104)</p> <p><b>Reflect:</b>  <input type="checkbox"/> Complete question 7 learning extensions  (Practice)</p> <p><b>Nov 1<sup>st</sup>: Major Assignment IV Self-Directed Learning Experience Poster-Presentation:</b></p> <p><b>Due Date:</b> Friday, November 8<sup>th</sup>, at 11:59 PM.</p>	
11.15.19	<p><b>Week 13:</b></p> <p><b>Chapter 11</b>  Creating a Safe, Supportive, and Respectful School Culture and Environment  <b>(TTSC)</b></p>	<p><b>Chapter 11:</b> Creating a Safe, Supportive, and Respectful School Culture and Environment</p> <p><b>Start</b>  <input type="checkbox"/> Develop one strategy for your school building to identify and intervene with those students who are at risk for aggressive or violent behavior. Consider involving school personnel. Identify one ASCA standard and one student competency that you will address. Also consider any building policy or procedures that must be considered to successfully implement your strategy <b>(2.5 Points)</b>  <input type="checkbox"/> Read and answer the school counseling casebook scenario (practice)</p> <p><b>Read:</b>  <input type="checkbox"/> Read Chapters 11 (TTSC)  <input type="checkbox"/> Review Chapter 11 Power point (TTSC)</p> <p><b>Practice:</b>  <input type="checkbox"/> Review “Interview with Middle School Counselor” Then answer the questions in blackboard these two videos: <b>(5.5 Points)</b></p> <p><b>Review</b>  <input type="checkbox"/> Chapter 11 Quiz (Required: <b>5 points</b>)  <input type="checkbox"/> Sample Quiz Chapter 11 (Practice)</p> <p><b>The ASCA Corner</b>  <input type="checkbox"/> Review Accountability: Evaluation and Improvement (p.105-107; <b>2.5 pts.</b>)</p> <p><b>Reflect/Learning Extensions:</b>  <input type="checkbox"/> Complete question 1 learning extensions (Develop one strategy for your school building; <b>2.5 pts.</b>)</p>	<p><b>CACPREP Core</b>  Standard: 2.F.4.f.,2. F.5.j., 2.F.6.a.b., 2.F.8.e.</p> <p><b>CACPREP SCHOOL COUNSELING</b>  Standard 5.G.3.c.d.</p>

		<p><b>Due Date:</b> November 15<sup>th</sup>, at 11:59 pm</p>	
<p>11.22.19</p>	<p><b>Week 14:</b></p> <p><b>Chapter 12</b> School Counselors as Consultants (TTSC)</p> <p><b>Chapter 10:</b> School Counselor Consultation n: A Bridge Between Ingredients of School Counselor Consulting (SCFTTC)</p>	<p><b>Chapter 12: School Counselors as Consultants</b></p> <p><b>Start</b></p> <p>___ The authors' definition of <i>consultation</i> stresses a partnership. Consultation is a partnership that the school counselor enters into with other adults in the internal or external school community for the express purpose of collaborative problem solving and supporting the implementation of strategies designed to increase a student's opportunity to be a successful learner. Rewrite the definition in an attempt to add your own opinion about the definition of <i>consultation</i>. Defend the merits of your definition. Refer to definitions of consultation on textbook pages 382-386.</p> <p>___ Read and answer the school counseling casebook scenario (practice)</p> <p><b>Read:</b></p> <p>___ Read Chapters 12 (TTSC)</p> <p>___ Review Chapter 12 Power point (TTSC)</p> <p>___ Read Chapters 10 (SCFTTC)</p> <p><b>Practice:</b></p> <p>___ Review the video, "School Counselors as Consultants"</p> <p><a href="https://www.youtube.com/watch?v=jRYsJEWkoy4">https://www.youtube.com/watch?v=jRYsJEWkoy4</a></p> <p>What is the video about? What have you learnt? What is something you can use in your school counseling program?</p> <p><b>Review</b></p> <p>___ Chapter 12 Quiz (Practice)</p> <p>___ Sample Quiz Chapter 12 (Practice)</p> <p><b>The ASCA Corner</b></p> <p>___ Review Where to start: (p. 125)</p> <p><b>Reflect:</b></p> <p>___ Complete question 4 learning extensions (academic advising in MindTap)</p> <p><b>Due Date:</b> Friday, November 22nd, at 11:59 PM.</p> <p>North Carolina School Counseling Conference Charlotte, NC</p> 	<p><b>CACREP Core</b> Standards 2.F.5.k.m. and 2.F.5.c.f.g.</p> <p><b>CACREP School Counseling</b> Standard 5.C.2.b.</p>

**UNIT 4**

11.29.19	Week 15	<p><b>No Assignments.</b>  <b>November 27- Dec 1st: Thanksgiving Break</b></p>	
12.4.19	<p><b>Week 16:</b></p> <p><b>Chapter 13</b>            School Counselors as Coordinators, Collaborators, and Managers of Resources (TTSC)</p> <p><b>Chapter 6</b>            Leadership and Collaboration in School Counseling (SCFTTC)</p>	<p><b>Chapter 13: School Counselors as Coordinators, Collaborators, and Managers of Resources</b></p> <p><b>Start</b></p> <p>___ Discuss the benefits and limitations of collaboration. Can you be collaborative without being collegial? Why or why not? What are the benefits of collegiality? (<b>Practice</b>)</p> <p>___ Read and answer the school counseling casebook scenario (practice)</p> <p><b>Read:</b></p> <p>___ Read Chapters 13 (TTSC)</p> <p>___ Review Chapter 9 Power point (TTSC)</p> <p>___ Read Chapters 6 (SCFTTC)</p> <p><b>Practice:</b></p> <p>___ Review “Counselor Administrators. Then answer the questions. these two videos: (<b>Practice</b>)</p> <p><b>Review</b></p> <p>___ Chapter 13 Quiz</p> <p>___ Sample Quiz Chapter 13 (Practice)</p> <p><b>The ASCA Corner</b></p> <p>___ Review Appendix (p.128-134)</p> <p><b>Reflect:</b></p> <p>___ Complete question 4 learning extensions (academic advising in MindTap (Required: Practice)</p> <p><b>Due Date:</b> Wednesday, December 4, at 11:59 PM.</p>	<p><b>CACREP Core</b>            Standards 2.F.1.d, 2.F.e and 2.F.1.b.c.</p> <p><b>CACREP School Counseling</b>            Standards 5.G.2.a, 5.G.2.f and G.1.d, G.2.a,d</p>

**This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.**

**APA Pet Peeves (go to apa.com)**

- pp. 67-68, 3.08, Economy of Expression
- p. 69, 3.09, Editorial “we”—“we” only refers to authors—also refers to “us,” “our,” etc.
- pp. 77-78, 3.18, Use the past tense
- pp. 79, 3.20, a pronoun must agree in number
- pp. 81-82, 3.21, misplaced and dangling modifiers
- pp. 84-86, 3.23, parallel construction
- pp.73-74, 3.12, gender (use plural pronouns)
- p.76, 3.15, disabilities (people before disabling condition)
- pp. 88-89, 4.03, use a comma between elements
- pp. 91-92, 4.07, quotation marks—do not hedge
- pp.62-63, 3.02-3.03, headings
- pp. 63-64, 3.04, seriation

pp. 170-171, 6.03, quotation of sources  
pp.111-112, 4.31 a, b, and especially 112 e—numbers  
p. 118, 4.45, use symbol for percent when it is preceded by a number  
pp. 174-179, 6.11-6.21, Reference citations in text  
p. 198, 7.01, general form of citation for a periodical (examples p. 198, 7.01)

**Other important notes:**

Do not use contractions

Do not objectify people—use participants instead of subjects

Do not overuse direct quotations

Avoid secondary citations

Avoid anthropomorphism

Avoid linear literature reviews (study by study)

Italicize technical or key terms

Italicize Likert scale descriptors—e.g. *totally disagree* (1)...*highly agree* (5)

For 3 to 6 authors, cite all authors first time and then use et al. e.g.—Brown et al. (1998)

Numbers—if under ten, write it out unless it is modifying—e.g. 3%

References to time use numbers

When comparing numbers below ten to above 10, use numbers instead of writing it out