

**North Carolina Central University**

**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 professionals 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 Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. 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 Department of Counselor Education’s 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 Department of Counselor Education prepares professional counselors to work in career, school, and community agency 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

**Course Prefix and Title:** **CON 5304 – Advanced School Counseling**

**Course Description**:

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. 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.

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.

**Number of Credits:** 3 hrs

**Meeting Time:** Spring 2021- Online Course

**Class Location:** Blackboard Delivery

**Instructor Information:**

**Name**: Taheera N. Blount, PhD, NCC, LCMHC, HS-BCP

**Email**: tblount5@nccu.edu

**Office location**: 2126 School of Education

**Office hours**: T: 10 - 2pm (appointment & virtual); W: 1-3:30 pm (virtual); T 11:00 – 2pm (appointment &virtual).

*\*\*\*****Please allow 24-48 hours for a response to emails and voice mail messages, excluding nights, weekends, and holidays. Email is the most reliable and quickest communication method.***

**Required Course Materials:**

1). American School Counselor Association (2019) *The ASCA National Model: A framework for school*

 *counseling programs* (4th ed.). Author. ISBN-10: 1929289324

2). American Psychological Association (2019). *Publication manual of the American Psychological*

 *Association* (7th ed.). Washington, DC: Author.

3). Parikh Foxx, S., Baker, S. B., & Gerler, E. R., Jr. (2017). *School counseling for the*

 *twenty-first century* (6th ed.) New York, NY: Routledge/Taylor & Francis Group. ISBN: 978-1-138-

 83828-4

# 4). Praxis 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-%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20Flashcard/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)

**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.

**Method of Teaching:**

Students will also learn through lecture, reading, presentations, and role-play simulations.

Students will be expected to attend ***group work******during the agreed times for the group WebEx 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.

**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 person/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 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:**

1. Identify, organize, and administer a comprehensive developmental school counseling program in elementary, middle, and secondary schools based upon the ASCA National Model.
2. Practice with a philosophy of school counseling that is comprehensive, developmentally appropriate to K-12 students, proactive, and responsive to all educational stakeholders.
3. Identify and evaluate the academic, career, and personal/social development of all K-12 students, including those with special needs.
4. Articulate, model, and advocate for a contemporary school counselor identity and program.
5. Apply legal and ethical standards related to school counseling and educational policy.
6. Counsel with cultural competence all individuals and groups and advocate for an equitable school climate that removes barriers to effective learning.
7. Generate a data-driven school counseling program focused on accountability.
8. 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.

**Course Objectives CACREP STANDARDS:**

This course seeks to satisfy those competencies set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), as found in the 2016 Standards. Therefore, at the conclusion of this course, students will be able to do the following:

**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.

**Course Policies**

1. **Assignments**: All assignments and quizzes must be completed in 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 p.m. **Late assignments will not be accepted. You will receive a zero if the assignment is late.**
2. 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.
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. Following NCCU’s policies regarding attendance, candidates cannot miss more than 2 weeks of participation in classes. Candidates must participate in weekly online assignments as part of their attendance criteria.
5. 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.
6. **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.

**CON 5304 - Course Requirements, and Expectations:**

**Course Requirements:**

The following is a general overview of required course policies, expectations, and assignments. The course blackboard site is where you will find the most up to date and specific information on assignments. If you have a general question about an assignment, please contact your instructor via email (well in advance of the assignment’s due date) for quickest response.

**Teaching Strategies:**

Lecture presentations and video demonstrations, class discussion board content, small group brainstorming sessions, presentations, small group projects, objective factual examinations of content knowledge, subjective examinations of applications of assigned materials, student presentations, electronic communications, and modeling.

**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.

**Online Course Attendance Policy:**

The instructor has access to every student’s course online activity throughout the semester. If the instructor notices more than 2 weeks of non-participation on the online platform, students will receive an email of concern from the instructor. Further, the student will not receive points for any assignments missed. Students are expected to contact the instructor immediately with an update and plan for the rest of the semester. If there is no contact, the instructor will report the facts to the student’s academic dean for appropriate follow-up. The instructor reserves the right to drop the student from the course for non-participation. Also, if an additional absence/non-participation is noted, the student will not receive points for any additional assignments missed, and the instructor will report the facts to the student’s academic dean for appropriate follow-up and possible withdraw from the course. ***Students are encouraged to reach out to the instructor with any questions/concerns and asked to inform the instructor of any potential issues in regard to attendance/participation.***

***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; 3) Contribute to class discussion displaying critical and creative thinking skills; 4) Demonstrate dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery, 5) Ability to accept feedback and 6) following the ACA Code of Ethics.

**Group Web-Ex Meetings:**

You are expected to meet with your group during designated weeks as noted within the syllabi for the developmental comprehensive school counseling program project. Students will be expected to attend ***group work******during the agreed times for the group WebEx meeting*** or ***a different time set by the majority of the group***.

**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 Bb or the IT department first at 530-7676. The instructor will use only your NCCU email address for contact.

Taskstream:

Taskstream is the electronic system for housing samples of your best work used by the School of Education and our Department. You will receive log-in information to Taskstream prior to the end of the Spring 2021 semester. As a program, we are in the process of modifying the Taskstream system for Counselor Education. If you are not a Counselor Education major Taskstream is not a requirement for you. The details are as follows:

* Everyone admitted to the counseling program Fall 2020 will receive information or after should have a Taskstream account. Non-counseling majors are not required to use Taskstream unless specified by their own NCCU department.
* Documents from coursework for each semester should be amended according to the feedback received from your professor and uploaded into Taskstream at the end of each semester.
* These documents should be your best work and incorporate your instructors’ feedback and/or suggestions.
* Documents from this semester’s coursework should be amended and uploaded into Taskstream by December 30th at 5:00 pm.
* These documents should be your best work and incorporate your instructors’ feedback and/or suggestions.
* Faculty will evaluate your portfolio each semester so this will be an ongoing requirement as you prepare for your mid-program review (semester before you plan to take Practicum (CON 5372)) and final portfolio defense (final semester of coursework).

Maintaining an electronic portfolio (i.e., **Taskstream**) is a requirement for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You MUST maintain a Taskstream account while enrolled in school, and you will be required to upload a majority of your assignments to the system (assignments are marked.). The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage.

**Missed Assignments:**

Students are expected to keep track of assignments via the syllabus **Late assignments will not be accepted**. If there are special concerns or circumstances, contact Dr. Blount electronically. **Assignments that are not turned in by their deadline will receive a grade of zero (0).** Grades for the course are based on accumulation of points. See course grading scale for specific point values of each assignment.

**Confidentiality:**

As with the practice of counseling itself, some class discussions may be confidential in nature. While the learning environment is different from a clinical setting, growing self-awareness often involves self-disclosure. Should they occur, these disclosures should be treated as confidential information not divulged outside of the classroom environment with non-class members or instructors without permission.

**North Carolina Central University Class 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.***

**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 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 Disability Services (SDS) in Suite 120 in the Student Services Building. Students who are new to SDS or who are requesting new accommodations should contact SDS at (919) 530-6325 or sds@nccu.edu to discuss the programs and services offered by SDS. Students who are already registered with SDS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds 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.

**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 01.07.1). 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/retrieve.cfm?id=450. 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) 530-6334 or TitleIX@nccu.edu, or submitting the online form through http://www.nccu.edu/administration/dhr/titleix/index.cfm.

**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; receiving accommodations and supports due to pregnancy; or general problem-solving strategies. Contact Information: Student Services Building, Suite 236, (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.  NORTH CAROLINA CENTRAL UNIVERSITY • 1801 FAYETTEVILLE STREET • DURHAM, NC 27707 • (919) 530-6230• FAX (919) 530-5012 NORTH CAROLINA CENTRAL UNIVERSITY IS A CONSTITUENT INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA

▪ *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.

▪ *Veterans Service.*One of the goals of the faculty and the NCCU Veterans Affairs Office’s (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO’s primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents.  If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

**Ethical Standards:**

Universities are unique communities committed to creating and transmitting knowledge through the freedom individuals have to explore ideas and to further their own capabilities. This freedom depends on the responsible behavior of all the members of the community who must treat each other with respect. They must allow each other to develop the full range of their capabilities and take full advantage of the institution’s resources. ***Students are expected to abide by the University academic integrity policy. Do not receive or give any assistance on tests or projects unless specified by the instructor. For further information regarding academic integrity, academic dishonesty, cheating, plagiarism, and sanctions, refer to http://www.nccu.edu/catalog2k2/075-092.pdf. Students are also expected to adhere to the Ethical standards of the American Counseling Association.*** If you have not already familiarized yourself with ACA Ethical standards and the Universities policies on academic integrity, it is recommended that you do so.

CON 5304- Course Assignments and Evaluation Criteria

As your instructor, I am committed to your learning, development, and understanding of this class and its various topics. Assignments and exercises are designed to address various learning styles and to help students gain a more in-depth understanding of the material. In order to help students get the most out of this class experience, ***I strive to provide continual feedback on papers and projects throughout the semester within 8-14 business days after DUE DATE of assignment.***

The following highlights the required papers and assignments for this course along with a brief general description. More specific instructions for each of these assignments will be found in Blackboard:

**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 (60 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: (60 points):** Students will review the Praxis II Mometrix information and will take tests throughout the semester.

**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**

**Developmental, Comprehensive School Counseling Program (CSCP) Assignment\* & Presentation** - **FINAL EXAM (Taskstream 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. You will present your final project in powerpoint with one group member presenting the project in a voice over. 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).

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 Taskstream Assignment.
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 Taskstream Assignment.
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. This is a Taskstream Assignment.
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 Taskstream 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 46-54 in ASCA National Model (4th 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). This is a Taskstream Assignment.
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. 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.

Extra Credit I (3 pts.):

Choose either one of the activities

NCCU will host the Career Spring Institute on January 29, 202`. If you attend, you will have the opportunity to earn extra credit. ***You can only claim this extra credit for one class***. Please inform the instructor if you are planning on attending the event. Students will be asked to write their overall theme of each of the guest speakers remembering to include: *How has this workshop changed your way of thinking? What have you learnt? What was most interesting? How has this workshop helped formed your new way of thinking about career counseling?* This event is free for students. If you want a certificate for attending this conference, please register for the workshop at <https://www.eventbrite.com/e/2nd-annual-2021-spring-virtual-career-institute-tickets-126435982427>**One page report due by Tuesday, February 5, 2021.**

**Extra Credit II (3 pts):**

Take the Chapter 2 quiz (**TTSC)**due by **Tuesday, February 5, 2021**

**Course Requirements and Points**

|  |  |  |
| --- | --- | --- |
| **Course requirement** | **Points** | **Due Date** |
| **Assignment I:** Read Chapters |  0 pt. | Every Week |
| **Assignment II**: Quizzes |  60 pts. | Every Other Week |
| **Assignment III:** Praxis Test |  60 pts. | Every other week |
| **Assignment IV:** Newsletter (upload to Blackboard) |  10 pts. | January 26 |
| **Assignment V:** Legal and Ethical Issues in School Counseling |  25 pts. | April 6 |
| **Assignment VI:** Advisory Board Letter |  10 pts. | April 20 |
| **\*Major Assignment I**: Developmental, Comprehensive School Counseling Program (CSCP – Review Individual pts.) | 300 pts. |  |
|  School Counseling Program Demographic Information ***(25 pts)*****Due (February 2)** |
|  \*Needs Assessment ***(25 pts.)* Due (February 9)** |
|  \*Psychoeducational/counseling group modalities ***(50 pts.)*** **Due (February 16)** |
|  \*Behavioral/Emotional Issues/IEPs informative interview *(25 pts.)* Due (February 23) |
|  \*Emergency Planning Assignment ***(25 pts.)* (Due March 2)** |
|  Narrative summarizing resources ***(25 pts.)* (Due March 9)** |
|  Accountability ***(50 total points)*** **Due (March 16)**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.)* (Due March 16)** |
|  \*Advance Professional School Counselor Info. Interview ***(25 pts.)***  **Due (March 23)**  |
|  References (***10 pts.)* Due (March 30)** |
|  Final project presentation recording ***(25 pts.)* Due (April 13)** |
|  |  |  |
| **Extra Credit I**: Career Institute one-page report  |  3 pts | February 5 |
| **Extra Credit II: Chapter 2** |  3 pts. | February 5 |
| **Total** | **468 pts** |  |

\*Indicates Taskstream Assignment

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

**Grading Scale**

|  |  |
| --- | --- |
| **Number of Points** | **Grade** |
| **400-468** | **A** |
| **350-399** | **B** |
| **300-349** | **C** |
| **299 and below** | **F** |

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

**\*TENTATIVE CLASS SCHEDULE AND TOPICS**

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

NB: Textbook: American School Counselor Association (**ASCA**); 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)

|  |  |  |
| --- | --- | --- |
| Date | Week | Assignments/Readings Due |
|  |
| 1/11/2021Attend mandatory web-ex meeting on 1/12/2021 @ 4pm-5pm | 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 your Foxx et al. textbook\_\_\_ Complete **Introduction located in Discussion Board**\_\_\_**Attend Mandatory Web-Ex Meeting on 1-12-2021 4 pm-5pm****Read**\_\_\_ Read Syllabus\_\_\_ Read all of the policies, resources (Under NCCU Resources)\_\_\_ Read all of the how to documents such as blackboard**Review**\_\_\_ Review Course Description\_\_\_ Review Student Learning Outcomes\_\_\_ Review Required Materials\_\_\_ 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 Netiquette**Assignment****\_\_\_** Introduce yourself in **Discussion Board** and respond to at least two peers discussion board post. \_\_\_ Indicate which group you would like to sign up for i**n Discussion Board** (Elementary, Middle, High, or Alternative Setting).**Due Date**: Tuesday, January 19, 2021 at 11:59 pm |
|  |
| 1/18/2021 | Week 2 | **1/19/21: First day for a student to initiate a withdrawal from a class (grade of WC) and student to request to be withdrawn from the institution (grade of W)****Topics:**Chapter 1 – The School Counseling Profession (**SCFTC**)**Read**\_\_\_ Read Chapter 1 (**SCFTTC**)\_\_\_ Read Section I. Define-The ASCA National Model (**ASCA**)\_\_\_ Review ETS Praxis Study Companion for School Counseling (**Blackboard**)**Review**\_\_\_ Chapter 1 Quiz (**SCFTTC**: **10 pts**)\_\_\_ Complete Praxis 1 Test (**10 pts**)**Activity****\_\_\_** Complete *Newsletter.* **Upload to Discussion Post** so that everyone will have access to same. I suggest you download all work you can use for future (**10 pts**.)**Major Assignment****\_\_\_** Review school counseling websites showing demographics, grade levels, mission and vision statements\_\_\_ Call a WebEx meeting with group members to organize your plan of action with and to discuss who will do what and what will be discussed during WebEx group meeting for the following week for School Information assignment **Due Date**: Tuesday, January 26th, 2021 at 11:59 pm |
| 1.25 2021Meet with Webex Group6:30 – 8:30 pminstructor will have Web-Ex Virtual Office Hours on 1/26/21 4pm-5pm  | Week 3 | **Topics:**Chapter 2 – Toward a Comprehensive Model for Professional School Counseling (**SCFTC**)Chapter 3 - Accountability and Assessment in School Counseling (**SCFTC**)ASCA National Model: Section II Manage**Read**\_\_\_ Read Chapter 2 (**SCFTTC**)\_\_\_ Read Chapter 3 **(SCFTTC)**\_\_\_ ASCA Section II: Manage: **Section Program Focus**- The ASCA National Model (**ASCA**) pg. 28-31\_\_\_ Review Mometrix Cards **Extra Credit** **Opportunity**\_\_\_ Complete Chapter 2 (**SCFTTC)** quiz **(Due on 2/5/21)**\_\_\_ Attend NCCU Career Institute on 1/29/21. (**Report due on 2/5/21**)**Group Meeting****\_\_\_** Discuss with group the School Counseling Program Demographic Information of CSCP Plan **Major Assignment**\_\_\_ School Information Counseling Program Demographic Information 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 WebEx Group Meeting with assigned group on designated date from 6:30 pm-8:30 pm.**Due Date**: Tuesday, February 2nd 2021 at 11:59 pm |
| 2.1. 2021 | Week 4 | **Topics:**Chapter 3 - Accountability and Assessment in School Counseling **(SCFTC)****Read**\_\_\_ Read Chapter 3 - (**SCFTTC**)\_\_\_ Read II. Manage: Section Program Planning- The ASCA National Model (**ASCA**) pg. 32-72\_\_\_ Review Mometrix Cards **Review**\_\_\_ Chapter 3 Quiz (**SCFTTC**: **10 pts**)\_\_\_ Complete Praxis Test 2 (**Mometrix Cards**) (**10 pts**.) **Major Assignment**\_\_\_ Review ASCA National Model\_\_\_ Think about your special topic for assignment\_\_\_ Needs Assessment Due (**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**: Tuesday, February 9th 2021 at 11:59 pm |
|  |
| 2.8. 2021Webex Groupmeeting6:30 – 8:30 pminstructor will have Web-Ex Virtual Office Hours on 2/9/21 4pm-5pm | Week 5 | **2/12/2021: Last day to withdraw from the university with a prorated tuition and fee adjustment.** **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)**ASCA – School Counselor Professional Standards and Competencies document **Read**\_\_\_ Read Chapter 3 - (SCFTTC)\_\_\_ Read Chapter 7 – (SCFTTC)\_\_\_ Read Chapter 8 - (SCFTTC)\_\_\_ Read ASCA School Counselor Professional Standards and Competencies (**Locate in weekly folder**)\_\_\_ Review Mometrix Cards **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 (Due **20 pts; peer evaluation – 5 pts.**).\_\_\_ Attend the WebEx Group Meeting with assigned group on designated date from 6:30 pm-8:30 pm.**Due Date**: Tuesday, February 16, 2021 at 11:59 pm |
| 2.15. 2021 | Week 6 | **Topics:**Chapter 5 - Advocacy in School Counseling **(SCFTC)**Chapter 6 – Leadership and Collaboration in School Counseling **(SCFTC)** Chapter 8 - Individual and Group Counseling: Responding to Selected Needs in Schools **(SCFTC)**Read IV Assess - The ASCA National Model (**ASCA**) pg. 85-94**Read**\_\_\_ Read Chapter 5 - **(SCFTTC)**\_\_\_ Read Chapter 6 - (**SCFTTC**)\_\_\_ Read Chapter 8 - (**SCFTTC**)\_\_\_ Read IV Assess- The ASCA National Model (**ASCA**) pg. 85-94\_\_\_ Review Mometrix Cards **Review**\_\_\_ Chapter 6 Quiz (**SCFTTC**: **10 pts**)\_\_\_ Complete Praxis Test 3 (**Mometrix Cards 10 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**: Tuesday, February 23rd, 2021 at 11:59 pm |
| 2.22. 2021WEBEX GROUPMEETING6:30 – 8:30 PMinstructor will have Web-Ex Virtual Office Hours on 2/23/21 4pm-5pm | 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)****Read**\_\_\_ Read Chapter 5 - (**SCFTTC**)\_\_\_ Read Chapter 6 – (**SCFTTC)**\_\_\_ Read Chapter 9 – (**SCFTTC)**\_\_\_\_ Review Mometrix Cards **Major Assignment**\_\_\_ Emergency Planning Assignment Due **20 pts; peer evaluation – 5 pts**\_\_\_ Discuss and review the Narrative summarizing resources/tool.\_\_\_ Attend the WebEx Group Meeting with assigned group on designated date from 6:30 pm-8:30 pm.**Due Date**: Tuesday, March 2nd 2021 at 11:59 pm |
| 3/1/2021 | Week 8 | **3/5/2021: Last day for graduate students to withdraw from a class with a grade of WC or from the university with a W grade.****Topics:**Chapter 3 -Accountability and Assessment in School Counseling (**SCFTC**)Chapter 5 - Advocacy in School Counseling (**SCFTC**)ASCA Position Statement Equity for All Students (**Blackboard**)**Review****\_\_\_** Chapter 5 Quiz **(SCFTTC**: **10 pts**)**\_\_\_** Complete Praxis Test 4 ((**Mometrix Cards 10 pts**.)**Read**\_\_\_ Read Chapter 3 – **(SCFTTC)**\_\_\_ Read Chapter 5 – (**SCFTTC**)\_\_\_ASCA Position Statement Equity for All Students (**Blackboard**)\_\_\_ Review Mometrix Cards **Major Assignment**\_\_\_ Narrative summarizing resources/tool Due **(20 pts; peer evaluation – 5 pts)**\_\_\_ Discuss plans for Accountability: Goals & Objectives Action Plans**Due Date**: Tuesday, March 9th, 2021 at 11:59 pm |
|  |
| 3/8/2021 WEBEX GROUPMEETING6:30 – 8:30 PMinstructor will have Web-Ex Virtual Office Hours on 3/9/21 4pm-5pm | Week 9 | **Topics:**Chapter 6 - Leadership and Collaboration in School Counseling **(SCFTC)**Chapter 10 - School counselor Consultation: A bridge between prevention and intervention **(SCFTC)**ASCA Position Statement School Counselor Partnerships (**Blackboard**)**Read**\_\_\_ Read Chapter 6 – (**SCFTTC)** \_\_\_ Read Chapter 10 – (**SCFTTC)**\_\_\_ Read ASCA Position Statement School Counselor Partnerships\_\_\_ Review Mometrix Cards **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 WebEx Group Meeting with assigned group on designated date from 6:30 pm-8:30 pm.**Due Date**: Wednesday, March 16, 2021 at 11:59 pm |
| 3/15/2021 | Week 10 | Chapter 7 Prevention Programming in School Counseling: Serving All Students Proactively **(SCFTC)**ASCA Position Statement Students with Disabilities **(Located in Blackboard)** **Read**\_\_\_ Read Chapter 7 - (**SCFTTC**)\_\_\_ Read ASCA Position Statement Students with Disabilities (**Located in Blackboard)** \_\_\_ Review Mometrix Cards**Review**\_\_\_ Chapter 7 Quiz **(SCFTTC**: **10 pts**)\_\_\_ Complete Praxis Test 5 (**10 pts.)****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:** Tuesday, March 23, 2021 at 11:59 pm |
| 3/22/2021WEBEX GROUPMEETING6:30 – 8:30 PMinstructor will have Web-Ex Virtual Office Hours on 3/23/21 4pm-5pm | Week 11 | **Topics:**Chapter 11 - Partners in Building a Postsecondary Education-Going Culture **(SCFTC)**ASCA Position Statement Individual Student Planning for Post-Secondary Preparation School Counselor Partnerships (**Blackboard**)**Read**\_\_\_ Read Chapter 11 - (**SCFTTC**)\_\_\_ ASCA Position Statement Individual Student Planning for Post-  Secondary Preparation School Counselor Partnerships \_\_\_ Mometrix Cards**Major Assignment**\_\_\_ References for CSPCS due (**10 pts: peer evaluation 5 pts**.)\_\_\_ Discuss how you will present your CSCP for April 21, 2020\_\_\_ Attend the WebEx Group Meeting with assigned group on designated date from 6:30 pm-8:30 pm.**Due Date:** Tuesday, March 30, 2021 at11:59 pm |
|  |
| 3/29/2021 | Week 12 | **Topics:**Chapter 4 -Legal and Ethical Responsibilities in School Counseling **(SCFTTC)**Legal and Ethical Issues surrounding Virtual Counseling **Read**\_\_\_ Chapter 4 -Legal and Ethical Responsibilities in School Counseling **(SCFTTC)**\_\_\_ Review Praxis Manual (Same Uploaded in blackboard)\_\_\_ Legal and Ethical Issues surrounding Virtual Counseling document **(Located in Blackboard)**\_\_\_ Mometrix Cards**Review**\_\_\_ Chapter 4 - Quiz **(SCFTTC)****Major Assignment**\_\_\_ Legal and Ethical Assignment due (**25 pts.)****Due Date:** Tuesday, April 6, 2021 at 11:59 pm |
| 4/5/2021WEBEX GROUPMEETING6:30 – 8:30 PMinstructor will have Web-Ex Virtual Office Hours on 4/6/21 4pm-5pm | Week 13 | **Major Assignment**\_\_\_ Present your Final project presentationCSCP: Upload your final CSCP (**worth 20 pts: peer evaluation 5 pts**.)\_\_\_ Attend the WebEx Group Meeting with assigned group on designated date from 6:30 pm-8:30 pm.**Due Date:** Tuesday, April 13, 2021 at 11:59 pm |
| 4/12/2021 | Week 14 | **Assignment** **Assignment** \_\_\_\_ Complete a letter to a parent (**Advisory Board Letter** - **10 pts**)Due Date: April 20, 2021 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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Hall.

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Dimmitt, C., Carey, J.C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices.* Thousand Oaks, CA: Corwin Press.

Dinkmeyer, Don C. (2015). *Consultation: creating school-based interventions.* Philadelphia, PA: Brunner-Routledge.

Erford, B. T. (2019). *Transforming the school profession* (5th edition). Boston, MA: Pearson Merrill.

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Hatch, T. (2013). The use of data in School Counseling: Hatching results for students, programs, and the profession. Thousand Oaks, CA: Corwin Press.

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other tier one activities. Thousand Oaks, CA: Corwin Press.

Kaffenberger, C. & Young, A. (2013). *Making DATA work*. Alexandria, VA: American School Counselor Association.

Murphy, J. J. (2015). *Solution-focused counseling in schools, third edition.* Alexandria, VA: ACA.

Reeves, M. A., Kana, L. M., & Plog, A. E. (2010). *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, J. (2013). *Handbook of crisis counseling, interventions, and prevention in the schools* (3rd ed.). New York, NY: Routledge.

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

Smith-Adcock, S., & Tucker, C. (2016). *Counseling children and adolescents: Connecting Theory, Development, and Diversity.* Thousand Oaks, CA. Sage Publications.

Stone, B. S., & Dahir, C. A. (2015). *The transformed school counselor*. Boston, MA: Lahaska Press.

Stone, C. B., & Dahir, C. A. (2011). *School counselor accountability: A MEASURE of student success.* Boston, MA: Pearson Merrill.

Young, A. & Kneale, M. (2013). *School Counselor Leadership: The Essential Practice*. Alexandria, VA: American School Counselor Association.

Zyromski, B. & Mariani, M. (2016). *Facilitating Evidence-Based, Data-Driven School Counseling: A Manual for Practice*.Thousand Oaks, CA: Sage.

**Important Reminders:**

* Weekly Windows open on Blackboard on Sunday evenings. Please be sure to review the Weekly Checklist that will be provided. This helps students keep on track with assignments and due dates.
* *Most* Assignments Due TUESDAYS by 11:59 pm (prior to class) unless otherwise noted. If papers are due, have them printed and stapled and ready to hand in prior to the start of class.
* Check in on Blackboard on a frequent basis. Keep up with Blackboard announcements and updates as they are the most up to date and accurate.
* Please keep up with NCCU Counseling Key Dates for drop/add dates and other important information. <http://www.nccucounseling.com/student2/index.php/students>
* Any non-compliance to course policies and guidelines (including professional etiquette) will impact student’s participation grade.
* SEE ASSIGNMENT RUBRICS FOR GRADING SPECIFICS! These rubrics will help you be successful on your papers and assignments as I will be specific on how I grade and what I will be looking for.
* Contact me with any issues, concerns, questions. However, please allow 24-48 hours for a response to emails and voice mail messages, excluding nights, weekends, and holidays. Email is the most reliable and quickest communication method.

**I look forward to working with you this semester!**