



North Carolina Central University
Department of Counseling & Higher Education
“Communicating to Succeed”



CON 5303-OL1: Introduction to School Counseling
FALL 2025 SYLLABUS

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.

Instructor Information

Name: Mia Kennedy, PhD, LSC, LCMHCA, NCC, GCDF-I

Location: SOE

Email: mkenne17@nccu.edu

Alternate: Juls Joyner (Administrative Assistant: 919-530-7289)

Office Hour:

Mondays 4:00pm – 6:00pm Virtual

Tuesdays 11:00am – 3:00pm Virtual/ In-person (2nd & 4th)

Wednesdays 1:00 pm – 5:00 pm In-person

<https://nccu-edu.zoom.us/my/mia.kennedy>

*If you are scheduling a time to meet with me during office hours, please email me in advance. Or if you want to schedule a Zoom meeting or a phone meeting, please email me to set up an appointment. This will help me coordinate student visits and/or meetings.

About This Course

Optional Orientation Class

Date: Monday, August 24, 2025

Time: 7:00 p.m. – 8:30 p.m. via Zoom

Course Location: Asynchronous Online

Course 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 Zoom interactions.

My Commitment to You

“As the professor of this course, I will do all I can to make this an interesting and meaningful learning experience for you. I am convinced that the course is very valuable and that there are many ways to apply what you will be learning both to yourself personally and in your professional work setting. It is my sincere hope that this course will be enjoyable and will be one you value. This course is based on the assumption that students learn best when they believe the course material is relevant and is presented in a manner that is both interesting and challenging. I attempt to utilize a diversity of methods of instruction in order to make instruction come alive for the students” (Corey, 2020, p. 1) manual.

Student Investment

It is expected that students will take advantage of all of the textbooks, videos, and case studies. Learning school counseling approaches requires students to not only study the academic material and the school counseling but to practice techniques and explore personal reactions while engaged in this practice. A proactive stance is the most conducive to learning both personally and academically. Students need to be prepared every week for this class by reading the assigned materials and be present in all of the Units in order to make a meaningful investment in the learning process.

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).
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, 2024: H: 1-19). 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).

CACREP (2024) SCHOOL COUNSELING STANDARDS ADDRESSED IN THE COURSE

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

<p>The corresponding 2024 CACREP Standards are listed with each objective. This class serves primarily to meet the curricular expectations for one of the some of the different cores for school counseling. Students will be able to:</p>	<p>Method for Obtaining Outcome</p>	<p>Method for Evaluation of Outcome</p>
1.models of school counseling programs	<i>Standard found in CON 5304 course</i>	
2. Models of PK-12 comprehensive career development	readings, PowerPoint	Learning extension, Quiz
3. models of school-based collaboration and consultation	Readings, PowerPoint	Learning extension, Quiz
4. development of school counseling program mission statements and objectives	Readings, PowerPoint	Role Statement of the Professional School Counselor Assignment; School Counselor Interview, Quiz
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	<i>Standard found in CON 5304 course</i>	
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools	Readings, PowerPoint	Learning extension, School Counseling Interview; Quiz
7. qualities and styles of effective leadership in schools	Readings, PowerPoint	Learning extension; Quiz
8. advocacy for comprehensive school counseling programs and associated school counselor roles	Readings, PowerPoint	module activity, Quiz , Reflect/Learning Extensions, Role Statement of Professional School Counselor
9.school counselor roles and responsibilities in relation to the school crisis and management plans	<i>Standard found in CON 5304 & 5307 course</i>	School Counselor Interview Assignment; Quiz
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources	Readings/PowerPoint: CON 5373	Learning Extension; Quiz
11. Skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	Readings/PowerPoint; Standard found in <i>CON 5304 & CON 5362</i> courses	Learning Extensions; Quiz
12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	<i>Standard found in CON 5308 course</i>	
13. Strategies for implementing and coordinating school-based interventions	<i>Standards in CON 5308</i>	

14. Techniques of social-emotional and trauma-informed counseling in school settings	Standards in <i>CON 5307</i>	
15. Evidence-based and culturally sustaining interventions to promote academic development	Readings/PowerPoint: Standards in <i>CON 5304</i>	Learning extension; Quiz
16. Approaches to increase promotion and graduation rates	Reading, PowerPoint	Discussion: Quiz
17. Interventions to promote postsecondary and career readiness	Standard found in <i>CON 5360</i> course	
18. Strategies to facilitate school and postsecondary transitions	Standard found in <i>CON 5340</i> course	
19. Strategies to promote equity in student achievement and access to postsecondary education opportunities	Standard found in <i>CON 5360</i> course	

Prerequisite(s)

Admission into Graduate School preferably in the counseling program.

Course Materials

Required

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

*American School Counselor Association. (2025). *The ASCA national model: A framework for school counseling programs*, Fifth edition. Author.

*Go online: www.schoolcounselor.org to download your free copy.

*Stone, C., & Dahir, C. A. (2024). *The transformed school counselor* 4th Edition. Nelson

ISBN: 9780357764770

Paperback \$187.95

Ebook starts at \$50.99

*The book can be purchased online on Amazon and Cengage. A Cengage link will be available on Canvas. So, if you have Unlimited Cengage Access for the Ethics Course you can also access this textbook.

Cengage Unlimited

Provide students access to all Cengage eBooks and online learning platforms—plus at least 4 free hardcopy textbook rentals (just pay S&H), study tools and more—in one place, for one price. student price starts at \$129.99

Recommended

Parikh Foxx, S., Baker, S. B., & Gerler, E. R., Jr. (2016). *School counseling for the twenty-first century* (6th ed.). Routledge/Taylor & Francis Group. ISBN: 978-1-138-83828-4

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, Zoom account. Zoom can be downloaded on your phone, FlipGrid <https://auth.flipgrid.com/signup>

American School Counseling Association and North Carolina School Counseling Association

We encourage you to join both ASCA and NCSCA as student members at <https://www.schoolcounselor.org/Membership/Membership-Options> and <https://www.ncschoolcounselor.org/>

School Counselor Graduate Student Support Group

We encourage you to join the ASCA supported graduate school counselor support group at <https://www.facebook.com/groups/scgradstudentsupportgroup>

Course Structure

Students will also learn through lecture, reading, presentations, guest speakers, and active participation in Zoom setting, video, and role-play simulations. Mandatory orientation will be done on Aug. 19th, 2024 from 7 – 9:00 pm. Class attendance and participation are essential and integral parts of class. Students will be expected to participate in Zoom 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 Zoom, Canvas for handouts, announcements, and all course documents.

Grading Policies

Graded Course Assignments
CACREP Professional Counseling Identity Standards 2. F. 1-8
CACREP School Counseling Standards 5.G. 1-3

ASSIGNMENTS

Quizzes: One quiz will be given at the end of each module. You are expected to complete the quiz on time. 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. The quizzes are taken from the chapters. I suggest you read the chapter, review the Powerpoint, review Praxis information and take the sample quiz then the chapter test. If you do not take your test on time you will receive a zero. No makeup quiz.

Discussion Board: 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.

Major Assign I: Individual

Role Statement of the Professional School Counselor (Taskstream, 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 – academic, social/emotional and career; provide a vision & mission statement 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). Please review Expectations and Rubric in Canvas.

Major Assign II (Individual Assignment)

School Counselor Virtual or Zoom Visit/Interview (Taskstream, 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 face-to-face, virtual or Zoom or telephone interviews with school counselors at the elementary, middle, or secondary levels or special school counselors. 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 (2019). The ASCA National Model textbook to answer your question. Please review Expectations and Rubric in Canvas.

Major Assignment III: (Groups)

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 copy of the unit is to be uploaded to Canvas. 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. Please review Expectations and Rubric in Canvas.

Major Assignment IV (Groups) **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. Please review Expectations and Rubric in Canvas.

Extra Credit I: Attend The North Carolina School Counseling Association Conference (NCSCA; November 6-8, 2024; Charlotte North Carolina. <https://www.ncschoolcounselor.org/Conference>

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.

OR

Extra Credit II – Take Chapter 14 Quiz as an extra credit. This will be due by November

Counseling Skills & Dispositions Assessment Tool (CSDAT)

Disposition and Class Participation

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

- Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery;
- Demonstration of effective leadership skills;
- Active engagement in class activities and participate as a group member; and
- Contributions to class discussion displaying critical and creative thinking skills.

(*See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

Grade Breakdown

Course Requirement	Points	Due Date
Quizzes: Review (Quizzes: 4 quizzes)	48 pts	End of Module
Discussion Boards: Reflect: Learning Extensions	25 pts.	End of Module
Major Assignment I: Role Statement of the Professional School Counselor (Individual)	45 pts.	Sept.7 th
Major Assign II: School Counselor Visit/Interview (Individual)	75 pts.	Oct. 5th
Major Assignment III: Large group guidance unit	75 pts.	Nov. 2 nd
Major Assignment IV: Self-Directed Learning Experience Poster-Presentation (Groups)	75 pts.	Nov.16 th
Extra Credit I: NCSCA Conference (Nov.,5 th -7 th) Or Extra Credit II: Chapter 14 Quiz	5 pts.	Nov. 16 th
Counseling Skills & Dispositions Assessment Tool (CSDAT)	35 pts.	Nov. 23rd
Virtual Poster Presentations; Peer Evaluation	25 pts.	Nov 23rd
Total	408 pts.	

Grading Scale

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

365 and above	A
322- 364	B
286 - 321	C
285 and below	F

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

***TENTATIVE CLASS SCHEDULE AND TOPICS**
(Please Review the Course Weekly Activity Explanation in Canvas)
 (*This is tentative and is *subject to change by instructor*)

NB: Textbook: American School Counselor Association National Model (ASCA); The transformed school counselor (TTSC);

DATES	MODULE / CHAPTER	TOPIC	SUPPLEMENTAL READINGS	ASSIGNMENTS	DUE DATE
Week 1: August 18th	Pre-Module	Introductions	N/A	Review syllabus; course information and calendar of events	August 20 th
Module 1: Today's Schools & Counseling Practices in Schools					
Weeks 2 - 3	Chapter 1	Today's Schools: A Microcosm of Society	ASCA Website: https://www.schoolcounselor.org/	Module Quiz & Discussion Board(s)	August 31st
	Chapter 2	Counseling Theory in Schools	See Canvas for Article(s)		
	Chapter 3	Counseling Practice in Schools			
Module 2 Role of the School Counselor					
Weeks 4-7	Chapter 4	School Counselors as Leaders	ASCA National Model Corner: Define	Module Quiz & Discussion Board(s)	Sept. 7th
	Chapter 5	School Counselors as Advocates			
	Chapter 6	Legal and Ethical Issues for School Counselors	School Counselor Infographic	Major Assignment I: Role Statement of Professional School Counselor (45 pts.)	Sept. 7th
	Chapter 7	Implementing the ASCA National Model			
Module 3 Accountability & Culturally Responsive Practices					

Weeks 8-12	Chapter 8	Accountability and Data-Driven Decision Making	ASCA National Model Corner: Deliver	Module Quiz & Discussion Board(s)	Sept. 21st
	Chapter 9	Culturally Responsive and Sustaining Practices	ASCA National Model Corner: Manage	Major Assignment II: School Counselor Interview	Oct. 5th
	Chapter 10	Differentiated Needs: MTSS, Section 504, Special Education, and Individualized Education	See Canvas for Article(s)		
	Chapter 11	Creating a Safe, Supportive, and Respectful School Culture and Climate	See Canvas for Website	Major Assignment III: Large Group/Classroom Guidance Unit	Nov. 2nd
Module 4 Transitioning into the Field of School Counseling					
Weeks 13 - 16	Chapter 12	School Counselors as Consultants	ASCA National Model Corner: Assess	Module Quiz & Discussion Board(s)	Oct. 19th
	Chapter 13	School Counselors as Coordinators, Collaborators, and Managers of Resources		Major Assignment IV: Poster Presentation	Nov. 16th
	Chapter 14	All Students College and Career Ready	See Canvas for Article(s)	Discussion Board: Virtual Poster Presentation	Nov. 23rd
	Chapter 15	Transitioning into the Field of School Counseling	See Canvas for Website		

Course Policies

All assignments and exams must be completed and turned in to the instructor on time in order to receive a passing grade in the course. Completed assignments must be submitted no later than the due date. Any assignment turned in after the due date will receive a deduction in your grade. Late assignments will be marked down one letter grade for everyday of tardiness. Late assignment penalty applies (marked down one letter grade for everyday of tardiness). Task stream assignments should be edited and uploaded after grading.

Make-up quizzes and/or exams are not available unless there is a university-recognized emergency situation. Vacations, holidays not recognized by the University, or job-related issues that conflict with assignments, quizzes, and/or exams are not university valid excuses for missing class.

Completed assignments must be submitted no later than the designate time. Any assignment turned in after the designated time is considered late. Assignments not turned in by the deadline are subject to a reduction of 1 letter grade per day of tardiness. 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 (7th edition) writing standards.

Academic Integrity

While ChatGPT and similar programs are useful tools for brainstorming and creating starting points for projects, students are not permitted to generate writing of papers or intellectual property from such programs and are required to write their own material.

Attendance

Counseling Department Attendance Policy for Practicum Class

Class attendance, punctuality, and participation are required and necessary to accomplish the goals of the course. Aside from successfully completing the required field experience hours at the designated site, and obtaining regular supervision from the site supervisors, practicum students are also required by CACREP to have weekly group supervision and weekly triadic supervision from the university internship supervisor. Practicum students are expected to attend all scheduled class meetings and may not miss more than 2 class meetings. If a student misses more than 2 practicum class/group supervision meetings, they can be dropped from the course and/or not receive a passing grade for the course.

Each unexcused absence will result in a **50-point deduction** from your participation/attendance grade. **Three absences will result in a failing grade for the course.** In addition, it is expected that all assignments will be handed in on time. 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. Any assignment or homework handed in late will receive reductions in five points for each day late.

Attendance Verification Policy from NCCU Scholarship and Student Aid

3.3 Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least **one** day to confirm attendance in the course. Students who do not attend before the census date will be dropped. After the census date (the 10th day of class), any student who misses the equivalent of two (2) weeks of class meetings or 13.3% of total instructional time (as set forth below) prior to the determined drop date for the university (as noted in the Academic Calendar) will receive an automatic grade of WA (withdrawal due to lack of attendance) at the point of the withdrawal date. This will be the final grade for the grading period. This grade will automatically be entered by the faculty member teaching the course.

Two Weeks of Instruction equates to the following:

M/W/F Classes: 6 total absences

M/W or T/R Classes: 4 total absences

Classes that meet once a week: 2 total absences

*Special consideration must be granted if a student has accommodations as required by the Americans with Disabilities Act based on a documented disability or another documented need. Special consideration may be granted if a student is absent or late due to the student's participation in a University-sponsored program or event.

3.4 After the University's established withdrawal date, as noted in the Academic Calendar, a student will earn the letter grade commensurate with his/her/their course performance. The student's final grade will be based on the student's performance and participation, to include attendance as noted in the instructor's syllabus. A faculty member may incorporate points for class participation or online synchronous or asynchronous class participation (i.e., Canvas, Canvas Collaborate, Zoom, Zoom) as they deem appropriate based on the nature of the course content and delivery.

4. Recording Class Attendance

4.2 If a student misses three (3) consecutive class meetings and the faculty member deems advisable, the faculty member is required to enter that information into Navigate or any other academic system used to track student attendance, and to also report the information to the student's academic dean for appropriate follow-up.

4.3 Students who miss class to participate in University-sponsored activities can request documentation from the appropriate office (Athletics, Honors, etc.) to note that they have an excused absence for the missed class time. It is ultimately the student's responsibility to inform the faculty member of such activities at least one (1) week before the authorized absence, and to make up all work as determined by the faculty member.

Disposition and Class Participation

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

- Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery;
- Demonstration of effective leadership skills;
- Active engagement in class activities and participate as a group member; and
- Contributions to class discussion displaying critical and creative thinking skills.
(*See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

As your instructor, I do not foresee there being any concerns about professional behaviors; each of you have demonstrated these behaviors, as evidenced by acceptance into the program. If there is a reason for me to have any concern about a student's dispositions and there is a potential for the student to receive a less than ideal evaluation in this area, I will be in contact with that student immediately to address the concern.

Respect

- Students are expected to assist in creating and maintaining an environment that is conducive to learning. All members of the learning community will demonstrate such respect by refraining from distracting, discourteous, or harmful behavior.

- Cell phones must be turned off (unless used for group supervision via Zoom) and stowed prior to the start of class. If you are expecting an emergency call, please advise the instructor prior to class. Otherwise I will begin to deduct participation points to discourage distractions and the use of unpermitted electronics.
- Students are expected to practice classroom confidentiality: in other words, whatever is discussed in the classroom is expected to remain in the classroom. Failure to practice classroom confidentiality may result in failure or dismissal from the course.
- Emotional safety is paramount in a class of this nature. Disrespecting another's racial, religious, sexual identity; attacking another's point of view; etc. will not be tolerated.

Confidentiality

Much of our class discussion and most of the written work you do for this class will contain information about clients, and sometimes sensitive information about your supervisor and internship site. All of this information is privileged. We share responsibility for maintaining its confidentiality and protecting the privacy of our clients, classmates, host sites, and sometimes supervisors and other professionals.

Email Correspondence

When contacting me via email your email subject line should be relevant to your email content. Please use "**ONLINE Introduction to School Counseling: (Reason for your email)**" and then describe the nature of your email. You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday.

Late Work

Late homework/papers will be penalized 10% a day until they reach a score of 0.

Legal Background

Accommodating Students with Disabilities and Mandatory Reporting of Sexual Misconduct

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 harassment and other misconduct of a sexual nature. 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 Harassment

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/diagnosis to initiate the request for accommodations by contacting the NCCU Office of Student Accessibility Services ("SAS") 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 and sexual assault) in the University’s educational programs and activities. NCCU’s Sexual Harassment 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 harassment, establishes procedures for responding to reports of sexual harassment, 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 mandatory reporters who must promptly report instances of sexual harassment 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. It is also important to note that the University requires professors and administrators to treat pregnancy, childbirth, and related conditions in the same manner as any other temporary disability.

NCCU also expects all mandatory reporters to ensure that NCCU complies with Title IX by promptly reporting information regarding possible violations of the Sexual Harassment Policy to the Title IX Coordinator. Prompt reporting by mandatory reporters makes it possible for students to get the support and supportive measures they need and for NCCU to respond appropriately to incidents of sexual harassment. When a report is made to a mandatory reporter, the Title IX Coordinator has an obligation to take appropriate action.

To assist students in self-identifying a disability, understanding the obligations of mandatory reporters, and requesting other support, 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 (“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 harassment and other misconduct of a sexual nature. This memorandum also reminds NCCU faculty and staff employees about campus resources available to assist them in meeting these obligations.

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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/diagnosis to initiate the request for accommodations by contacting the NCCU Office of Student Accessibility Services (“SAS”) 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.
{2024 08 14 Memo to Faculty and Staff Fall 2024 w Syllabus Statement.1}

Recently, the U.S. Department of Education Office of Civil Rights has increased enforcement to address barriers preventing individuals with disabilities from participating in online services, programs, and activities made available to students and the public. We have attached the Joint Dear Colleague Letter from the U.S. Department of Justice and U.S. Department of Education for your review. It is important as a university that we remain compliant and ensure full accessibility to individuals with disabilities.

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 and sexual assault) in the University's educational programs and activities. NCCU's Sexual Harassment Policy (NCCU POL 01.04.2.)¹ 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 harassment, establishes procedures for responding to reports of sexual harassment, and sets forth resources available to students and employees. All faculty and staff (with the exclusion of certain confidential resources) are considered mandatory reporters who must promptly report instances of sexual harassment to NCCU's Title IX Coordinator.

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1 This policy is being updated. Once approved by the North Carolina Board of Trustees, the new policy number will be POL 01.4.4.

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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

Students in need of support for personal conditions (i.e., neurodiversity, psychosocial & physical diagnosis, and/or medical conditions) can request reasonable accommodations under the Americans with Disabilities Act through 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 complete an accessibility request form here: https://nccu-accommodate.symplicity.com/public_accommodation/. Should students have any questions or concerns when completing the form, students can contact SAS at (919) 530-6325 or sas@nccu.edu to discuss available programs and services. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by logging into the Eagle Accommodate Student Portal here: <https://nccu-accommodate.symplicity.com> Students can also find the Eagle Accommodate System in the MyEOL portal.

Students are expected to renew previously granted accommodations prior to the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised 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 must register with SAS. Additionally, we have included the most recent U.S. Department of Education Pregnancy Guidelines for your review, and to ensure your compliance.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.2). NCCU faculty and instructors are mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can also be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events 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.

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▪ Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

▪ University Police Department. The University Police Department ensures that students, faculty, and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupinfo@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.

Thank you for your cooperation and assistance in addressing these important issues.

7th Edition APA Style New Changes
<https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>

APA ISSUES

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

APA 7 – WHAT'S NEW?

Here are what I consider to be the major changes

Presentation:

1. There are tabs to delineate the chapters – sure to save time looking for things! Note – this is true of the spiral-bound edition, not of the hardcover. Not sure about the others.

Simplification:

2. All headings are bold – including title, references, abstract. Levels are basically the same as before.
3. Running head simplified for professionals, not required for students. I know that this will save my students a lot of time! Most dissertation formats that I've seen from universities do not require a running head, either, so this aligns with that expectation.
4. All in-text citations of 3 or more authors uses et al. There are a few exceptions, but this is the general rule.

5. No more monitoring of widow/orphans. Just double space throughout.

Clarification:

6. Title page updated. All authors are on the same line below the title, followed by affiliations, followed by authors' note – for which there is specific guidance.

Especially for students:

7. Guidance for students vs. guidance for professional writing. This will save instructors a lot of time – for example, explaining that there is no need for an abstract for most papers written by students for a class assignment.

Accessibility:

8. More flexible fonts. Choices are: 11 point Calibri, 11 point Arial, 10 point Lucinda Sans Unicode, 12 point Times New Roman, 11 point Georgia, or 10 point Computer Modern
9. One space after a period, when to use a period in abbreviations and when not to.

Inclusivity:

10. Use of singular “they” is endorsed. This is used for individuals who prefer this pronoun, as well as for instances when the gender identity of the person be written about is unknown.
11. Good section on plagiarism
12. Section on removing bias in writing.

Writing mechanics:

13. More guidance on style mechanics, including capitalization, abbreviations, use of numbers.
14. Guidance for verb tenses, use of voice, mood.
15. Guidance on common mistakes (that/which; who/whom; that/who, etc.)

Reference lists:

16. Standardization on use of doi.
17. Number of authors to include in reference list – up to 20 are listed before use of ellipsis.
18. Journal references always include the issue number. This simplifies needing to know whether a journal is paginated by volume or issue. Just always include it!
19. Book references omit publisher location. This makes it easier since you don't need to worry about whether the book was printed in New York or Indianapolis or anywhere else.

Use hyperlinks for DOIs as well as for URLs (in reference list). Be consistent in the formatting of DOI numbers (see page 300). Use of shortened DOIs and URLs are accepted. Instructions are included about how to obtain these.