



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 OL.1 – 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 2025- Asynchronous Online

Class Location: Canvas & Web-Ex

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 campus); W: 10:30 a.m.--2:00 pm (virtual by appointment); Th 10:30 a.m. – 2 p.m. (virtual by appointment).

*****Please allow 24-48 hours for a response to emails and voicemail 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). Mometrix Test Preparation: Praxis School Counselor Secrets Study Guide (5422). ISBN-13: 978-1516721221
https://www.amazon.com/Praxis-School-Counselor-Secrets-Study/dp/1516721225/ref=sr_1_2?crid=IWVGGADXOIN7&keywords=Mometrix+Praxis+5422&qid=1704316550&srefix=mometrix+praxis+5422%2Caps%2C140&sr=8-2
- 5). American School Counselor Association (2022). *Making Data Work* (4th ed.).
https://www.amazon.com/Making-DATA-Work-National-Publication/dp/1929289553/ref=sr_1_1?crid=1LBOIV4MHGJT2&keywords=making+data+work+4th+edition&qid=1704316708&srefix=Making+Data+wor%2Caps%2C167&sr=8-1

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*, Canvas 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 2024 Standards. Therefore, at the conclusion of this course, students will be able to do the following:

CACREP 3.A.10. 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 3.A.10.].

CACREP 3.B. 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 influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-

group differences, and acculturative experiences on individuals' worldviews [CACREP 3.B.2].

CACREP 3.C. LIFESPAN 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 3.C.1.].
- Theories of learning [CACREP 3.C.3.].

CACREP 3.D. CAREER DEVELOPMENT-studies that provide an understanding of career development and related life factors, including:

- Career development program planning, organization, implementation, administration, and evaluation [CACREP 3.D.6.];
- Career and postsecondary training readiness and educational decision-making [CACREP 3.10.];

CACREP 3.E. COUNSELING PRACTICE AND RELATIONSHIPS-studies that provide an understanding of counseling and consultation processes, including:

- Theories and models of counseling, including relevance to clients from diverse cultural backgrounds [CACREP 3.E.1.]
- Critical thinking and reasoning strategies for clinical judgement in the counseling process [CACREP 3.F.2.];
- Counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships [CACREP 3.F.8.];
- Interviewing, attending, and listening skills in the counseling process [CACREP 3.F.10.]
- Strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences [CACREP 3.F.11.];
- Goal consensus and collaborative decision-making in the counseling process [CACREP 3.F.12.];
- Developmentally relevant and culturally sustaining counseling treatment or intervention plans [CACREP 3.F.13.];
- Development of measurement outcomes for clients [CACREP 3.F.14.];
- Evidence-based counseling strategies and techniques for prevention and intervention [CACREP 3.F.15.];
- Suicide prevention and response models and strategies [CACREP 3.F.19.]

CACREP 3.F. 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 associated with the group process and development [CACREP 3.F.2]
- Therapeutic factors of group work and how they contribute to the group effectiveness [CACREP 3.F.3]
- Approaches to group formation, including recruiting, screening, and selecting members [CACREP 3.F.5]
- Application of technology related to group counseling and group work [CACREP 3.F.6]
- Types of groups, settings, and other considerations that affect conducting groups [CACREP 3.F.7]
- Culturally sustaining and developmentally responsive strategies for designing and facilitating groups [CACREP 3.F.8]
- Ethical and legal considerations relative to the delivery of group counseling and groupwork across service delivery modalities [CACREP 3.F.9]

CACREP 3.H. RESEARCH AND PROGRAM EVALUATION-studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including:

- The importance of research in advancing the counseling profession, including the use of research to inform counseling practice [CACREP 3.H.1]
- Program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy [CACREP 3.H.8]

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.H):

SCHOOL COUNSELING (CACREP 5.H)

1. Models of school counseling programs
2. Models of PK-12 comprehensive career development
3. Models of school-based collaboration and consultation
4. Development of school counseling program mission statements and objectives
5. Design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. School counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. Qualities and styles of effective leadership in schools
8. Advocacy for comprehensive school counseling programs and associated school counselor roles
9. School counselor roles and responsibilities in relation to the school crisis and management plans
10. School counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
11. Skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement
12. Skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
13. Strategies for implementing and coordinating school-based interventions
14. Techniques of social-emotional and trauma-informed counseling in school settings
15. Evidence-based and culturally sustaining interventions to promote academic development
16. Approaches to increase promotion and graduation rates
17. Interventions to promote postsecondary and career readiness
18. Strategies to facilitate school and postsecondary transitions
19. Strategies to promote equity in student achievement and access to postsecondary education opportunities

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA) STANDARDS FOR SCHOOL COUNSELOR PREPARATION

PROGRAMS: 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):

LEARNER AND LEARNING

Standard 1: Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.

1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.

1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

CONTENT

Standard 2: Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidenced-based techniques and utilize relationship-

building skills that are foundational to successful outcomes for students.

2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.

2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

Standard 3: Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.

3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

INSTRUCTIONAL PRACTICE

Standard 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies, and referral systems to support student learning.

4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

Standard 5. Designing, Implementing, and Evaluating Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to evaluate areas of strength and needed improvement for program activities and interventions.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success

PROFESSIONAL RESPONSIBILITY

Standard 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.

6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

Standard 7. Ethical Practice. Candidates demonstrate ethical and culturally responsive, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

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 Canvas 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.

CON 5304 - Course Requirements, and Expectations:

Course Requirements:

The following is a general overview of required course policies, expectations, and assignments. The course Canvas 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.***

Canvas:

This class will utilize the campus Canvas 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 Canvas system in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts). If you have questions about your Canvas account please call Canvas 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 Fall 2025 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 2024 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.
- 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 <https://www.nccu.edu/policies/retrieve/3>. 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 <https://www.nccu.edu/administration/title-ix/about-title-ix>.

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](tel: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 9-14 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 Canvas:

Assignment I: Read: Please read all of the chapters assigned each week *your textbooks*. Also, you are expected to read the chapters that are not assigned to you. In addition, power-points and microlectures 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 (5422) information and will take tests throughout the semester.

Assignment V: Legal and Ethical Issues in School Counseling (20 pts: Peer evaluation 5pts.) 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 Taskstream assignment. You will work in your assigned group 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.

- A. Grade Level: Share whether your school is an elementary, middle, high, or alternative school and the grade levels that your school includes.
- B. 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).
- C. 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,).
 - a. 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?”

- b. The plan should also include two alternative sources of funding for the annual plan and its programming (e.g., PTSA grants).
 - c. Explain the ASCA National Model and its components as it applies to your school (worth 20 points; peer evaluations [5 pts]).
2. **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.**
3. **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 Canvas. This will allow others to build their own toolbox of resources for use in the future. This is a Taskstream Assignment.**
4. **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 Taskstream Assignment uploaded to IEP interview summaries. **This is a Taskstream Assignment.**
5. **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.**
6. **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**).
7. **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 Canvas.

- A. Development of a management annual agreement (worth 9 points)
- B. Two curriculum action plans (one large group guidance, one small group action plan) (worth 18 points)
- C. Departmental Master Calendar (August through June) (worth 9 points)
- D. 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 Canvas 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 Canvas 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 **Friday, January 31, 2025**. 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 form your new thinking about career counseling?* This event is free for students. **A One page report due by Friday, February 7, 2025.**

If you want a certificate for attending this conference, please register for the workshop at:

<https://www.eventbrite.com/e/6th-annual-career-institute-tickets-1112909505289?aff=oddtcreator>

Extra Credit II (3 pts.):

Take the Chapter 2 quiz (TTSC) due by **Friday, February 7, 2025**

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 Canvas)	10 pts.	January 28
Assignment V: Legal and Ethical Issues in School Counseling	25 pts.	April 15
Assignment VI: Advisory Board Letter	10 pts.	April 29
*Major Assignment I: Developmental, Comprehensive School Counseling Program (CSCP – Review Individual pts.)	300 pts.	
School Counseling Program Demographic Information (25 pts) Due (January February 4th)		
*Needs Assessment (25 pts.) Due (February 11)		
*Psychoeducational/counseling group modalities (50 pts.) Due (February 18)		
*Behavioral/Emotional Issues/IEPs informative interview (25 pts.) Due (February 25)		
*Emergency Planning Assignment (25 pts.) (Due March 4)		
Narrative summarizing resources (25 pts.) (Due March 11)		
Accountability (50 total points) Due (March 25) 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 25)		
*Advance Professional School Counselor Info. Interview (25 pts.) Due (April 1)		
References (10 pts.) Due (April 18)		
Final project presentation recording (25 pts.) Due (April 22)		
Extra Credit I: Career Institute one-page report	3 pts	February 7
Extra Credit II: Chapter 2	3 pts.	February 7
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
1/13/2025	WEEK 1	<u>Start</u> ___ 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, Making Data Work, and Mometrix Praxis II [5422] Study Guidebook ___ Who are School Counselors ___ Complete Introduction located in Discussion Board ___ Attend Mandatory Web-Ex Meeting on 1-16-2025 7 pm-8 pm <u>Read</u> ___ Read Syllabus ___ ASCA Ethical Standards ___ Read all of the policies, resources (Under NCCU Resources) ___ Read History of School Counseling ___ Read Who are School Counselors ___ Read School Counseling Ratios ___ Read Titles Matters: Guidance Counselors vs. School Counselors

**ATTEND
MANDATORY
WEB-EX
MEETING ON
1/16/2025@
7PM-8PM**

		<u>Review</u> ___ Review General Course Information ___ Review Student Learning Outcomes ___ Review Required Materials ___ Review Course Syllabus ___ Review Pre-Requisite Knowledge ___ Review and read Netiquette APA Resources <u>Assignment</u> ___ 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 in Discussion Board (Elementary, Middle, High, or Alternative Setting). <u>Due Date:</u> Tuesday, January 21, 2025, at 11:59 pm
1/20/2025	WEEK 2	1/28/25: 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) <u>Topics:</u> ○ Chapter 1 – The School Counseling Profession (SCFTC) ○ Mometrix Praxis II (5422) Study Guide: Read Secret Keys 1-7 & Test Taking Strategies pgs. 1-13 (Mometrix) ○ Making Data Work Introduction <u>Read</u> ___ Read Chapter 1 (SCFTTC) ___ Read Mometrix Praxis II (5422) Study Guide: Read Secret Keys 1-7 & Test Taking Strategies pgs. 1-13 ___ Review Current ASCA Student Ratios (Canvas) ___ Read Making Data Work- Introduction pgs. 5-15 ___ Listen to Dr. Blount’s Microlecture <u>Review</u> ___ Chapter 1 Quiz (SCFTTC: 10 pts) ___ Complete Praxis 1 Test (Mometrix PRAXIS II Study Guide 10 pts) will cover Test taking strategies <u>Activity</u> ___ Complete <i>Newsletter</i>. 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.) <u>Major Assignment</u> ___ 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

		<u>Due Date:</u> Tuesday, January 28, 2025, at 11:59 pm
1/27/2025 MEET WITH WEBEX GROUP 6:30 – 8:30 PM INSTRUCTOR WILL HAVE WEB-EX VIRTUAL OFFICE HOURS ON 1/28/25 4PM-5PM	WEEK 3	<u>Topics:</u> Chapter 2 – Toward a Comprehensive Model for Professional School Counseling (SCFTC) Chapter 1- Reflecting on School Counseling Program Practices (Making Data Work) Mometrix Praxis II Study Guide: DEFINE <u>Read</u> ___ Read Chapter 2 (SCFTTC) ___ Chapter 1 Reflecting on School Counseling Program Practices Making Data Work pgs. 17-28 ___ Read Mometrix Praxis II [5422] Study Guide: DEFINE pgs. 15-48 ___ Listen to Dr. Blount’s Microlecture <u>Group Meeting</u> ___ Discuss with group the School Counseling Program Demographic Information of CSCP Plan <u>Major Assignment</u> ___ School Information Counseling Program Demographic Information Due (20 pts. for peer evaluation – 5 pts.) ___ Watch the needs assessment video ___ Attend the WebEx Group Meeting with assigned group on designated date from 6:30 pm-8:30 pm. <u>Extra Credit Opportunity</u> ___ Attend NCCU Career Institute 1/31/25. (1 page Report due on 2/7/25). <u>Extra Credit Opportunity</u> ___ Complete Chapter 2 (SCFTTC) quiz (Due on 2/7/25) <u>Due Date:</u> Tuesday, February 4, 2025, at 11:59 pm
2/3/2025	WEEK 4	<u>Topics:</u> Chapter 3 - Accountability and Assessment in School Counseling (SCFTC) Chapter 2: DESIGN What is your goal? [Making Data Work] pgs. 29-59 <u>Read</u> ___ Read Chapter 3 - (SCFTTC) ___ Read Chapter 2: DESIGN What is your goal? [Making Data Work] ___ Read Article by Boulden (2022). <i>Initial Validation of the ASCA-Informed Student Needs Assessment—High School Version</i> ___ Listen to Podcasts (Canvas) ○ 3 must have Data Tools for Individual Counseling (by School Counseling Simplified) ○ Needs Assessments, Minute Meetings, & PPRA (by School for School Counselors Podcast) <u>Review</u> ___ Chapter 3 Quiz (SCFTTC: 10 pts)

		___ No PRAXIS II Quiz this week <u>Major Assignment</u> ___ 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 <u>Due Date:</u> Tuesday, February 11, 2025, at 11:59 pm
2/10/2025	WEEK 5	2/14/25: Last day to withdraw from the university with a prorated tuition and fee adjustment. <u>Topics:</u> Chapter 8 - Individual and Group Counseling: Responding to Selected Needs in Schools (SCFTC) ASCA Position Statement: Group Counseling Mometrix Praxis II [5422] Study Guide: Deliver pgs. 49-82 ASK: How will you achieve your goal? [Making Data Work] pgs. 53-84 <u>Read</u> ___ Read Chapter 8 - (SCFTTC) ___ Read: Chapter 3 ASK: How will you achieve your goal? [Making Data Work] pgs. 53-84 ___ Read ASCA Position Statement Group Counseling (Canvas) ___ Read Mometrix Praxis II [5422] Study Guide: Deliver pgs. 49-82 ___ Listen to Dr. Blount's Microlecture (Will post 2/14/24) ___ Listen to Podcast ○ Simple Small Group Organization Hacks by Rachel Davis (on Canvas) <u>Major Assignment</u> ___ Think about your special topic for assignment ___ Discuss and review samples of Behavioral/Emotional Issues/IEP's in Canvas 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. <u>Due Date:</u> Tuesday, February 18, 2025, at 11:59 pm

2/17/2025	WEEK 6	<u>Topics:</u> Chapter 9-Referral and Coordination in School Counseling (SCFTC) MTSS, 504-Plans, BIP, PBIS Managing School Counseling Program <u>Read</u> ___ Read Chapter 9 - (SCFTTC) ___ Read Mometrix Praxis II [5422] Study Guide: Manage pgs. 96-108 ___ Read Article: ○ Edirmanasinghe, Goodman-Scott, Smith-Durkin, & Tarver (2022). Supporting All Students: Multitiered Systems of Support from an Antiracist and Critical Race Theory Lens ___ Listen to Mrs. Jenna Warren video on IEP's, BIP's, and PBIS. <u>Review</u> ___ Chapter 9 Quiz (SCFTTC: 10 pts) ___ Complete Praxis Test 2 (Mometrix Study Guide 10 pts.) will cover the Deliver section of study guide. <u>Major Assignment</u> ___ 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 25, 2025, at 11:59 pm
2/24/2025 WEBEX GROUP MEETING 6:30 – 8:30 PM INSTRUCTOR WILL HAVE WEB-EX VIRTUAL OFFICE HOURS ON 2/25/25 4PM-5PM	WEEK 7	<u>Topics:</u> Chapter 6 - Leadership and Collaboration in School Counseling (SCFTC) Track: How will you analyze the data? [Making Data Work] pgs. 85-115 <u>Read</u> ___ Read Chapter 6 - (SCFTTC) ___ Read Chapter 4 -Track: How will you analyze the data? [Making Data Work] pgs. 85-115 ___ Read article entitled ○ Jonson (2017). Preventing School Shootings: The effectiveness of Safety Measures. (Canvas) ___ Listen to Dr. Blount's Microlecture ___ Listen to Podcast ○ How to use a crisis response team protocol to make your schedule less stressful (by School Counseling Simplified Podcast in Canvas) ___ Post Discussion Board Post regarding your thoughts of the Podcast on Crisis Response <u>Major Assignment</u> ___ 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.

		<u>Due Date:</u> Tuesday, March 4, 2025, at 11:59 pm
3/3/2025	WEEK 8	<u>Topics:</u> Chapter 5 - Advocacy in School Counseling (SCFTC) Assessing school based counseling program by using evidenced based practices <u>Review</u> ___ Chapter 5 Quiz (SCFTTC: 10 pts) ___ Complete Praxis Test 3 (Mometrix Study Guide 10 pts.) <u>Read</u> ___ Read Chapter 5 – (SCFTTC) ___ Read Mometrix Praxis II [5422] Study Guide Assess pgs. 110-125 ○ Berger et al. (2022). Driving Forces in Elementary School Counseling Advocacy: A Phenomenological Investigation of Advocates' Experiences. (Canvas) ___ Listen to Podcast ○ Episode 6: The Importance of Advocating for your Role as a School Counselor (by School Counseling Simplified on Canvas) <u>Major Assignment</u> ___ Narrative summarizing resources/tool Due (20 pts; peer evaluation – 5 pts) ___ Discuss plans for Accountability: Goals & Objectives Action Plans <u>Due Date:</u> Tuesday, March 11, 2025, at 11:59 pm
3/10/2025	WEEK 9	<u>SPRING BREAK</u> <u>NO Assignments Due</u>
3/17/2025 INSTRUCTOR WILL HAVE WEB-EX VIRTUAL OFFICE HOURS ON 3/18/24 4PM-5PM	WEEK 10	<u>Topics:</u> Chapter 10 - School counselor Consultation: A bridge between prevention and intervention (SCFTC) ASCA Position Statement School Counselor Partnerships (Canvas) Read Chapter 5-Announce: How will you share your results? [Making Data Work] pgs. 117-124 <u>Read</u> ___ Read Chapter 10 – (SCFTTC) ___ Read Chapter 5-Announce: How will you share your results? [Making Data Work] pgs. 117-124 ___ Read ASCA Position Statement School Counselor Partnerships ___ Listen to Dr. Blount's Microlecture <u>Major Assignment</u> ___ Accountability: Goals & Objectives Action Plans (p. 14) Due (45 pts: peer evaluation 5 pts.) ___ Discuss The Professional School Counselor Informational Interview

		___ Attend the WebEx Group Meeting with assigned group on designated date from 6:30 pm-8:30 pm. <u>Due Date:</u> Tuesday, March 25, 2025, at 11:59 pm
3/24/2025	WEEK 11	<u>Topics:</u> Chapter 7 Prevention Programming in School Counseling: Serving All Students Proactively (SCFTC) Review Examples of Assessments (Making Data Work) pgs. 125-144 Review Data Report Examples (Making Data Work) pgs. 145-163 <u>Read</u> ___ Read Chapter 7 - (SCFTTC) ___ Review Examples of Assessments (Making Data Work) pgs. 125-144 ___ Read ASCA Position Statement: Peer Support Programs (Located in Canvas) <u>Review</u> ___ Chapter 7 Quiz (SCFTTC: 10 pts) ___ Complete Praxis Test 4 (10 pts.)- will cover the Assess section of the Mometrix PRAXIS II study guide <u>Major Assignment</u> ___ The Professional School Counselor Informational Interview: Due (20 pts; peer evaluation – 5 pts) ___ Discuss references used in this CSPCS ___ Discuss bringing the CSCP report together <u>Due Date:</u> Tuesday, April 1, 2025, at 11:59 pm
3/31/2025 WEBEX GROUP MEETING 6:30 – 8:30 PM INSTRUCTOR WILL HAVE WEB-EX VIRTUAL OFFICE HOURS ON 4/1/2025 4PM-5PM	WEEK 12	4/3/2025: Last day for graduate students to withdraw from a class with a grade of WC or from the university with a W grade. <u>Topics:</u> Chapter 11 - Partners in Building a Postsecondary Education-Going Culture (SCFTC) ASCA Position Statement Individual Student Planning for Post-Secondary Preparation School Counselor Partnerships (Canvas) <u>Read</u> ___ Read Chapter 11 - (SCFTTC) ___ ASCA Position Statement Individual Student Planning for Post-Secondary Preparation School Counselor Partnerships ___ Listen to Dr. Blount’s Microlecture ___ Read Article by Villares & Brigman (2019). College/Career Success Skills: Helping Students Experience Postsecondary Success. (Canvas) <u>Major Assignment</u> ___ References for CSPCS due (10 pts: peer evaluation 5 pts.) ___ Discuss how you will present your CSCP for April 22, 2025 ___ Attend the WebEx Group Meeting with assigned group on designated date from 6:30 pm-8:30 pm.

		<u>Due Date:</u> Tuesday, April 8, 2025, at 11:59 pm
4/7/2025	WEEK 13	<u>Topics:</u> Chapter 4 -Legal and Ethical Responsibilities in School Counseling (SCFTTC) Legal and Ethical Issues surrounding Virtual Counseling <u>Read</u> ___ Chapter 4 -Legal and Ethical Responsibilities in School Counseling (SCFTTC) ___ Legal and Ethical Issues surrounding Virtual Counseling document (Located in Canvas) <u>Review</u> ___ Chapter 4 - Quiz (SCFTTC) ___ Complete Praxis Test 5 (10 pts.) <u>Major Assignment</u> ___ Legal and Ethical Assignment due (25 pts.) <u>Due Date:</u> Tuesday, April 15, 2025, at 11:59 pm
4/14/2025 WEBEX GROUP MEETING 6:30 – 8:30 PM INSTRUCTOR WILL HAVE WEB-EX VIRTUAL OFFICE HOURS ON 4/15/25 4PM-5PM	WEEK 14	<u>Major Assignment</u> ___ Present your Final project presentation_CSCP: 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. <u>Due Date:</u> Tuesday, April 22, 2025, at 11:59 pm
4/21/2025	WEEK 15	<u>Assignment</u> ___ Complete a letter to a parent (Advisory Board Letter - 10 pts) <u>Due Date:</u> Tuesday, April 29, 2025, 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
 - a. How do you help a student with low self-esteem (both the bully and the bullied)
 - b. System for reporting
 - c. What can PSC say to adult when students report bullying? Process? Procedure? How does the adult staff member respond? (Role play?)
 - d. How do you have the conversation with the bully without risking retaliation?
 - e. 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

- Ajmal, Y. & Ratner, H. (2020). *Solution focused practice in schools: 80 ideas and strategies*. New York, NY: Routledge.
- Bagin, D., Gallagher, D.R., & Moore, E.H. (2020). *The school and community relations (11th ed.)*. Boston, MA: Pearson Education.
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- Burns, M. K., & Gibbons, K. (2012). *Implementing response-to-intervention in elementary and secondary schools: Procedures to assure scientific-based practices*. New York, NY: Routledge.
- 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, D.C. (2015). *Consultation: creating school-based interventions*. Philadelphia, PA: Brunner-Routledge.
- Dollarhide, C. T., & Lemberger-Truelove, M. E. (2018). *Theories of school counseling for*

the 21st century. Oxford University Press.

Dollarhide, C. T., & Sagnak, K. A. (2017). *Comprehensive School Counseling Programs: K-12 Delivery Systems in Action* (3rd edition). Boston, MA: Pearson Merrill.

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

Fisher, G. L., & Harrison, T. (2018). *Substance Abuse: Information for School Counselors, Social Workers, Therapists, and Counselors* (6th edition). Boston, MA: Pearson Merrill.

Hatch, T., & Hartline, J. (2021). *The use of data in School Counseling: Hatching results for students, programs, and the profession* (2nd edition). Thousand Oaks, CA: Corwin Press.

Hatch, T., Triplett, W.D., Duarte, D., & Gomez, V. L. (2019). *Hatching results for secondary school counseling: Implementing Core Curriculum, Individual Student Planning, and other tier one activities*. Thousand Oaks, CA: Corwin Press.

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Holcomb-McCoy, C. (2022). *Antiracist Counseling in Schools and Communities*. Alexandria, VA: American School Counselor Association.

Kaffenberger, C. & Young, A. (2022). *Making DATA work* (4th edition.). Alexandria, VA: American School Counselor Association.

Logan-McKibben, S., & Alvarez, J. (2021). *The ultimate school counselor's guide to assessment and data collection*. New York, NY: Springer Publishing.

Murphy, J. J. (2015). *Solution-focused counseling in schools* (3rd edition). Alexandria, VA: ACA.

Sandoval, J. (2013). *Handbook of crisis counseling, interventions, and prevention in the schools* (3rd edition). New York, NY: Routledge.

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.

Warren, J. M., Blount, T. N., Belle, Genesis (2024). Implementing Effective School-Based Mental Health Services: A Guide for School Counselors. *Professional School Counseling*, 28(1).
<https://doi.org/10.1177/2156759X241283769>

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 Canvas 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 Canvas on a frequent basis. Keep up with Canvas 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
- 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!