**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

Course Number: COUN 7450

Course Section: D01

Course Title: Foundations of School Counseling

Co-requisites: None

Prerequisites: COUN 7420

Credits: 3 semester hours credits/Graded

Attribute: Blended

Class Meeting Times: Zoom Option: Wednesdays at 4pmCST/5pmEST

Class Location: Haley Center 2212

Date syllabus prepared: August 2019, 2020, 2021, 2022

Instructor Information: Malti Tuttle, PhD, LPC, CPCS, NCC, NCSC

 Associate Professor

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Office Hours: By appointment

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| *The course syllabus is a general plan for the course.**Deviations may be necessary in order to meet the needs of the class and any such deviations will be communicated to the class in a timely manner.* |

**Required Textbooks:**

American School Counseling Association. (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). Author.

American School Counseling Association. (2019). *The ASCA national model implementation guide*. Author.

Hatch, T. & Hartline, J. (2021). *The use of data in school counseling: Hatching results (and so much more) for students, programs, and the profession* (2nd ed.). Corwin Press.

Holcomb-McCoy, C. (2022). *School counseling to close opportunity gaps: A social justice and antiracist framework for success* (2nd ed.). Corwin Press.

**Additional Required Readings:**

Appling, B., Tuttle, M., **\***Harrell, L., \*Ellerman, H., & Mabeus, D. (2022). Utilizing social

cognitive career theory to enhance the self-efficacy and outcome expectations of students

 with disabilities through career development. *Professional School Counseling, 26*(1). 1-9. DOI: 10.1177/2156759X221098937

Gay, J.L. (2021). An interview with Dr. Trish Hatch: An advocate for school counseling policy.

 *Journal of School-Based Counseling Policy and Evaluation, 3*(1), 19-26.

Johnson, K.F, & Brookover, D.L. (2021). School counselors’ knowledge, actions, and

recommendations for addressing social determinants of health with students, families, and in communities. *Professional School Counseling, 25*(1), 1-12.

DOI: 10.1177/2156759X20985847

Lowery, K., Boyland, L.G., Geesa, R.L., Kim, J., Quick, M.M., & McDonald, K. M. (2019). *Principal and school counselor collaboration towards more socially just schools.* In Papa, R. (Ed). Handbook on Promoting Social Justice in Education. Springer.

Mason, E.C.M, Griffith, C., & Belser, C.T. (2019). School counselors’ use of technology for program management. *Professional School Counseling, 22*,(1), 1-10.

McMahon, G.H., Mason, E.C.M, Daluga-Guenther, N. & Ruiz, A. (2014). An ecological model of professional school counseling. *Journal of Counseling and Development, 92*(1), 459- 471.

**Recommended Readings:**

Akos, P., & Ellis, C. M. (2008). Racial identity development in middle school: A case for school counselor individual and systemic intervention. *Journal Of Counseling & Development*, *86*(1), 26-33.

Atici, M. (2014). Examination of school counselors' activities: From the perspectives of counselor efficacy and collaboration with school staff. *Educational Sciences: Theory & Practice*, *14*(6), 2107-2120. doi:10.12738/estp.2014.6.2554

Davis, K. M., & Lambie, G. W. (2005). Family engagement: A collaborative, systemic approach for middle school counselors. *Professional School Counseling*, *9*(2), 144-151.

Davis, P., Davis, M. P., & Mobley, J. A. (2013). The school counselor’s role in addressing the advanced placement equity and excellence gap for African American students. *Professional School Counseling*, *17*(1), 32-39.

Dimmitt, C., & Carey, J. (2007). Using the ASCA national model to facilitate school transitions. *Professional School Counseling*, *10*(3), 227-232. *Theory & Research*, *39*(1), 17-25.

Dollarhide, C. T., & Lemberger-Truelove, M. E. (2019). *Theories of School Counseling for the 21st Century*. Oxford University Press.

Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. F. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling*, *11*(2), 90-97.

Razi, A., & DeChillo, N. (2005). High schools respond to crises: Lessons learned. *Journal Of School Violence*, *4*(2), 115-131. doi:10.1300/J202v04n02\_07

Suárez-Orozco, C., Onaga, M., & Lardemelle, C. D. (2010). Promoting academic engagement among immigrant adolescents through school-family-community collaboration. *Professional School Counseling*, *14*(1), 15-26.

Williams, J., Steen, S., Albert, T., Dely, B., Jacobs, B., Nagel, C., & Irick, A. (2016). Academically resilient, low-income students' perspectives of how school counselors can meet their academic needs. *Professional School Counseling*, *19*(1), 155-165.

Wood, S. (2010). Best practices in counseling the gifted in schools:  What’s really happening? Gifted Child Quarterly, 54(1), 42-58

Zalaquett, C. P., & Chatters, S. J. (2012). Middle school principals' perception of school counselors' roles and functions. *American Secondary Education*, *40*(2), 89-103.

**Course Description:** This 3-hour course is designed to extend beyond the introductory course and expand the practical knowledge of school counselors-in-training to prepare them to work as effective school counselors based on current research and practical experiences. Emphasizes planning, delivering, managing, and evaluating school counseling services with the goal of promoting academic, career, and social/emotional development of all students. This course is an important stepping stone into the process of becoming a school counselor-in-training as it prepares students to serve as social justice change agents to reduce the barriers that impede student development in P-12 school settings. The content in this course is both challenging and exciting and is an essential component to establishing and fostering students’ professional school counselor identity.

**Course Objectives:**

1. Knows school counselor roles as leaders, advocates, and systems change agents in P-12 schools. (CACREP V.G.2.a; SDE 290-3-3.50(3)(a)1; (i)1 &2)
2. Understands school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma. (CACREP V.G.2.e.)
3. Knows how to design and evaluate school counseling programs (CACREP V.G.3.b; V.G.3.d; V.G.3.g; SDE 290-3-3.50(2)(a)13; 14; SDE 290-3-3.50(2)(b)1)
4. Knows current methods of using accountability data to inform decision making and how to use data to advocate for programs (CACREP V.G.3.n.; V.G.3.o.; SDE 290-3-3.50(3)(l)1)
5. Possess the knowledge and skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement. (CACREP V.G.3.h.)
6. Knows techniques to foster collaboration and teamwork within schools (CACREP V.G.3.l.; SDE 290-3-3.50(3)(k) 2)
7. Understands the school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (CACREP V.G.2.b.)
8. Knows competencies to advocate for school counseling roles (CACREP V.G.2.f.)
9. Knows interventions to promote academic development (CACREP V.G.3.d.)
10. Understands approaches to increase promotion and graduation rates (CACREP V.G.3.i.)
11. Knows strategies to promote equity in student achievement and college access (CACREP V.G.3.k.)
12. Counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; (CACREP V.G.2.a; CACREP.II.K.2.d)
13. Discuss cultural variables that impact sustainability including gender, race, poverty, privilege, and the cycle of systemic oppression in a P-12 school setting; (CACREP.II.K.2.d).
14. Demonstrate how professional school counselors can incorporate sustainability into their professional practice, conceptualization of student issues, counseling plans, and selection of counseling interventions to aid P-12 students (CACREP.II.K.2.d).

**CACREP Course Matrix**

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| --- | --- | --- |
| **CACREP Standard-As a result of this course students learn/gain the following:** | **Curriculum Experience** | **Outcome Assessment** |
| CACREP Standard V.G.2.aKnows school counselor roles as leaders, advocates, and systems change agents in P-12 schools | -Students will review ACA advocacy competencies in relation to school counseling-Students will create and present advocacy interventions-Students will engage in didactic lecture and discussion regarding school counselor leadership and advocacy processes related to oppression and inequity in P-12 settings | -Social Justice Intervention Advocacy Presentation-Reflection Paper |
| CACREP Standard V.G.3.bKnows how to design and evaluate school counseling programs | -Students will design documents related to school counseling programs-Students will engage in didactic discussion regarding the design and evaluation of school counseling programs-Students will track usage of their time at practicum sites-Students will create a list of and discuss appropriate vs. inappropriate duties of a school counselor | -School counseling program assessment of practicum site-Use of time assessment |
| CACREP Standard V.G.3.n.; V.G.3.oKnows current methods of using accountability data to inform decision making and how to use data to advocate for programs | - Students will review the ASCA national model on using data to inform decision making-Students will read and discuss an article on using accountability data to advocate for school counseling programs-Students will pull school data profile of practicum site-Students will develop program goals based on practicum site data | -Development of program goals for practicum site-School data and program goal presentation-Students will develop an action plan for program goals-Reflection paper |
| CACREP Standard V.G.3.hPossess the knowledge and skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement. | -Students will read and discuss current articles that examine the connections between social, familial, emotional, and behavior problems and academic achievement.-Students will discuss interventions  | -Reflection Paper |
| CACREP Standard V.G.3.IKnows techniques to foster collaboration and teamwork within schools |  -Students will read about collaboration and teamwork within schools-Students will read about and identify techniques to foster collaboration and teamwork within schools including the development and maintenance of a school advisory council-Students will develop a presentation to a mock school advisory council  | -Mock Advisory council presentation-Social justice advocacy intervention presentation-Reflection paper |
| CACREP Standard V.G.2.fKnows competencies to advocate for school counseling roles  | - Students will review ACA advocacy competencies in relation to school counseling-Students will identify ways to create and share program results with stakeholders-Students will develop presentation for advisory council-Students will learn how to create results reports-Students will read about advocating for school counselor roles in the ASCA national model  | -School counseling program assessment of practicum site-Use of time assessment of self - Create a list of appropriate vs. inappropriate duties of a school counselor-Mock Advisory Council presentation-Reflection paper |
| CACREP Standard V.G.2.bUnderstands the school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies  | -Students will identify ways to create and share program results with stakeholders-Students will develop presentation for advisory council-Students will read about consulting with P-12 stakeholders to develop effective advocacy interventions | -Mock Advisory council presentation-Social Justice advocacy intervention presentation-Reflection paper |
| CACREP Standard V.G.3.dKnows interventions to promote academic development  | -Students will learn effective development and implementation of advocacy interventions-Students will create and present advocacy interventions-Student will learn how to use the data to develop appropriate academic program goals-Students will read about interventions to promote academic achievement | -Social Justice advocacy intervention presentation -Development of program goals -Reflection paper |
| CACREP Standard V.G.3.iUnderstands approaches to increase promotion and graduation rates  | -Students will learn how to use school data to understand its impact on promotion and graduation rates-Students will design a program goal specifically related to increasing promotion and/or graduation rates | -Social Justice advocacy intervention presentation-Development of program goals-Reflection paper |
| CACREP Standard V.G.3.kKnows strategies to promote equity in student achievement and college access | -Students will learn effective development and implementation of social justice advocacy interventions-Students will create and present social justice advocacy intervention to promote equity in student achievement -Students will engage in didactic lecture and discussion regarding social justice and advocacy processes related to oppression and inequity in P-12 settings | -Social Justice advocacy intervention presentation-Development of program goals-Reflection paper |
| CACREP Standard II.K.2.dCounselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body | -Students will be able to define social determinants of health.-Students will identify actions school counselors can take to promote social determinants of health.-Students will demonstrate how professional school counselors can incorporate social determinants into their professional practice, conceptualization of student issues, counseling plans, and selection of counseling interventions to aid P-12 students | -Iceberg Model-Social Determinants of Health Paper-Social Justice advocacy intervention presentation-Reflection paper |

**Course Content**

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| **Date** | **Class Focus/Content** | **Class Activities** | **Readings** **(Prior to Class)** | **Assignments Due**  |
| **Week 1** | Course Orientation, Review of SC Competencies, & Review of ASCA National Model (program goals) | 1. Syllabus Review
2. Course Requirements
3. Equity vs. Equality
4. Review of ASCA National Model
 | 1. Gay (2021)
2. NM 4th (ASCA, 2019)
	1. p. 116-122
3. Holcomb-McCoy (2022)
	1. Chapter 1
	2. Chapter 2
	3. Chapter 9
 |  |
| **Week 2** | Social Determinants of Health | 1. Iceberg Model
2. Infusing social determinants of health into the counseling curriculum
3. Social justice and Social Determinants of Health
 | 1. McMahon et al. (2014)
2. Johnson & Brookover (2021)
3. Hatch & Hartline, Section 1
4. World Health Organization: Social Determinants of Health (<https://www.who.int/health-topics/social-determinants-of-health#tab=tab_1>)
 | Readings Completed for Class |
| **Week 3** | SCs & Students with Exceptionalities | 1. Complete assigned readings prior to class as normal.
2. Complete assignment by the end of regularly scheduled class time.
 | 1. Hatch & Hartline, Section 2
2. Appling et al. (2022)
 |  |
| **Week 4** | Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change through accountability | 1. Pull school profile and/or school data
2. Develop 3 program goals based on relevant school data
3. Create presentation summarizing school data and program goals and action plan
 | 1. NM 4th (ASCA, 2019)
	1. p. 29-76
	2. p. 85-114
2. Holcomb-McCoy (2022)
	1. Chapter 3
	2. Chapter 6
3. Hatch & Hartline, Section 3
 | 1. Social Determinants of Health Paper Due
2. Upcoming assignment due for class presentation on 9/23/2022:
	1. In Class presentation on school data and program goals
	2. Develop Action plan (in class)
	3. Linkage to ASCA mindsets and behaviors for students
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| **Week 5** | Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change through Accountability  | 1. Careers / Choosing a Major
 | 1. ASCA Mindsets and Behaviors for Students
2. Holcomb-McCoy (2022)

a. Chapter 81. Hatch & Hartline, Section 4
 |  |
| **Week 6** | School Counselor Management | 1. In Class Presentations - School Data and Program Goals
2. Linkage to ASCA Mindsets and Behaviors for Students
 | 1. Hatch & Hartline, Section 5
2. Lowery et al. (2019)
3. Holcomb-McCoy (2022)

a.Chapter 5 | School Data and Program Goals Presentation |
| **Week 7** | School Counselor Management: Implementing the ASCA National Model | 1. Program Assessment of Site
2. Use of Time Assessment (complete for one full week based on the days you are at your site in one week)
3. Create list and be prepared to discuss:
	1. appropriate v. inappropriate activities site counselors are engaged in
	2. how site counselors use their time
4. Implementation Plan
 | 1. NM 4th (ASCA, 2019)
	1. p. 29-76
	2. p. 85-114
2. Holcomb-McCoy (2022)
	1. Chapter 4
	2. Chapter 7
3. Hatch & Hartline, Section 6
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| **Week 8** | **FALL BREAK: NO CLASS** | **FALL BREAK: NO CLASS** | **FALL BREAK: NO CLASS** | **FALL BREAK: NO CLASS** |
| **Week 9** | Social Justice Advocacy intervention design and implementation | 1. Review program assessments and use of time responses
2. Designing a social justice advocacy intervention based on your site data to be presented.
 | 1. Holcomb-McCoy (2022)
	1. Chapter 9
2. Mason et al. (2019)
3. Tech Tools for SCs
4. Hatch & Hartline, Sections 7 and 8
 | Program Assessment and Use of Time Assessment Due |
| **Week 10** | Advocating for your school counseling program | 1. Creating and sharing results reports
2. Identify ways to share results reports
3. Advisory Councils OR Hodge Podge Session
4. Prepare for mock Advisory Council meetings
 | 1. Hatch & Hartline, Section 9 and 10
2. NM 4th (ASCA, 2019)
	1. p. 85-114
 | N/A |
| **Week 11**(Onlineasynchronous) | Accountability:Program ResultsEvaluation and ImprovementAccountability: Using Advisory Councils to share program results, school data, and advocate for your SC program | 1. Create results report sharing method (i.e. webpage, handout, prezi, presentation, etc.)
 | 1. NM 4th (ASCA, 2019)
	1. p. 93-94
2. Hatch & Hartline, Sections 11 and 12
 | Mock Advisory Council Meetings Due |
| **Week 12** | School Counseling in Action | 1. Complete assigned readings prior to class as normal.
2. Complete assignment by the end of regularly scheduled class time.
3. Work on Social Justice Advocacy Intervention Presentations
 | 1. NM 4th (ASCA, 2019)
	1. p. 72-76
2. Hatch & Hartline, Section 13
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| **Week 13**(Onlineasynchronous) | Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change | 1. Social Justice Presentations
 |  | Social Justice Presentation Due |
| **Week 14** | School Counseling in Action | 1. Complete assigned reading prior to class as normal
2. Complete assignment by the regularly scheduled due date and time.
 | 1. NM 4th (ASCA, 2019)
	1. p. 72-76
 | ALCA Conference Presentations/ASCA Webinars |
| **Week 15** | **THANKS-****GIVING BREAK:****NO CLASS** | **THANKSGIVING BREAK****NO CLASS** | **THANKSGIVING BREAK****NO CLASS** | **THANKSGIVING BREAK****NO CLASS** |
| **Week 16** | Social Justice, Advocacy, Collaboration, Leadership, and Systemic Change |  |  | Final Reflection Due by 7:00 p.m.  |

**Course Assignments**

**Class Participation:** The expectation is held that students will attend all classes and read the book chapters and articles and complete other assignments prior to class. Students are expected to participate in all class discussions and participate in all exercises. Much of the material for this course will be covered in class via in-class individual and group experiential activities and assignments. Therefore, in order to get full participation points students must participate in each activity and assignment. Failure to participate will result in reduced participation points. Active participation is essential and will be evaluated in the following way:

* Satisfactory (90-100 pts.) – Proactive/reactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
* Minimally acceptable (80-89 pts.) - Passive participation: present, awake, alert, attentive, but not actively involved.
* Unsatisfactory (0-79 pts.) - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit or impede the progress of class discussion.

All assignments must be submitted on the due date. Missing assignments will NOT be accepted after due dates and times.

**Social Determinants of Health Paper** **(Due: September 9th)**

Students will choose two of the Social Determinants of Health to focus on for this assignment. Based on classroom discussion and assigned readings plus any other resources you find helpful you will write a 2-3 page paper discussing the cultural variables that impact sustainability including gender, race, poverty, privilege, and the cycle of systemic oppression in a K-12 school setting. In the position paper, you must demonstrate how you will incorporate social determinants of health into your comprehensive and developmental school counseling program through conceptualization of student issues, counseling plans, and/or selection of counseling interventions to aid K-12 students in their academic, career, and/or social emotional development.

**Presentation of** **School Data & Program Goals (Due: September 23rd)**

As a school counselor, you will need to be aware of your community and school demographics to help guide the development of your comprehensive school counseling program. This assignment will provide the data that serve as part of your program foundation. You will use these data to guide you in the development of your future assignments. Furthermore, you need to be able to interpret and make meaning of data to set program priorities. You MUST reference at least one article (article can be one that is included on class syllabus OR another article that you find in your own search but must have a social justice component).

Collect the following information in regard to your practicum site (Most of the information can be collected online via the ALSDE website, school website, school report card, and Safe and Drug Free Schools and Communities Report. Any information that cannot be collected online should be obtained from the school directly):

* Geographical location of the school
* Population of the school
* Ethnicity by percentage
* Graduation data
* Socio-economic data
* Percentage of ESL students
* Percentage of special education students
* Annual Yearly Progress (AYP) reports
* Behavioral problems (illegal activity, suspensions, expulsions, etc.) [Safe and Drug Free Schools and Communities Report]
* Problems specific to the community (employment issues, health and safety issues, crime rate, etc.)

Detail this information in a Powerpoint/Keynote/Prezi presentation (no longer than 10 minutes)

In a total of **5-specific slides** describe:

* Slide 1: the **strengths** of the school
* Slide 2: **challenges** to student academic success
* Slide 3: **areas of need** that should be addressed through a comprehensive school counseling program (only include areas that school counselors can directly impact, i.e., you will not be able to terminate an ineffective teacher.)
* Slide 4: **Prioritize** the needs of the school by creating program goals. You will develop 3 program goals. One for behavior, academic, and either social/emotional, attendance or career.
* Slide 5: **Action plan** should follow the ASCA model design, but include:
	+ Goals (measurable)
	+ Participation Data
	+ Mindsets and Behavior Data
	+ Outcome data
	+ ASCA mindsets and behavior for each goal

**Program Assessment and Use of Time Assessment (Due: October 14th)**

Students will complete a program assessment of their current practicum site using the program assessment rubric from the ASCA national model (found in the ASCA (2019) model handbook on pg. 86-87). Students will provide a brief reflection to discuss the results of assessment, identification of potential barriers or obstacles for the program, ideas to move closer to the ASCA National Model, and identification of processes that are working well towards the ASCA National Model. We will review and compare in class.

Students will complete a use of time assessment using the use of time assessment rubric from the ASCA national model (found in the ASCA (2019) model handbook on pg. 64-65). Students will track how they spend their time for one day or two half days at their practicum site. Students will provide a brief reflection on how time was spent at practicum site. Will include if ASCA recommended goal of 80% direct services was achieved, why it may or may not have been met, ideas to move closer to goal, or strategies implemented to ensure that the goal was achieved. We will review and compare the results in class.

**Mock Advisory Council (Due: October 28th)**

Students will develop an advisory council meeting as if it is going to be held at their practicum site. You will create the meeting from inception to presentation. The purpose of the advisory council is to effectively advocate for your school counseling program. Therefore, your advisory council meeting should include the following:

* Advisory Council Membership (who is included in your advisory council, what was the selection process, should be 8-20 members)
* Agenda (what will be your discussion points, which stakeholders will you invite to your meeting)
* Presentation (Keynote, Prezi, Power Point) that includes a description of your counseling department- how you serve your students (department setup and delivery format including individual, small group, and large group counseling), mission, vision, relevant school data, program goals, and any interventions and if applicable the results of the interventions. You should include any and all relevant programming information that you want your stakeholders to know.
* Advisory Council Minutes (draft as if you completed the meeting)
* The presentation should be no longer than 20 minutes.
* Remember this is your time to advocate for your school counseling program so sell it!

**Presentation on Social Justice Intervention (Due: November 11th)**

Students will use the data they pulled from their practicum site to identify a social justice issue that is currently impacting student achievement this may be academic (lack of students of color underrepresented in AP courses, lack of females in STEM courses, students with disabilities failing to graduate on time, etc.) or behavioral (more Latinos or African American students with disproportionate number of discipline referrals, etc.). Students must relate this intervention to one of the social determinants of health. Students will design an advocacy intervention that addresses the issue and then create and present the intervention to the class.

The presentation should follow the following format (see outline delineated in the assignment instructions and assessment rubric):

**School Counselor Social Justice (Advocacy Plan Format)**

# Preliminary Steps of Change

* + - 1. Identify the Problem (school counselor role/responsibility) and the impact on student achievement
			2. Determine if the Problem is Widespread
			3. Clarify Possible Systemic Contributions to Problem
			4. Assess the Risks of Action and Non-Action
		- Action Steps

# Identify Allies who are working on the Same Issue

# Clarify Source and Focus of Problem

* + - 1. Delineate an Action Plan
			2. Clarify Roles in the Change Process
			3. Gather Data to Support the Need for Change
			4. Identify Sources of Conflict and Opposing Opinion

## Take only Realistic Action

* + - 1. Develop a Timeline
			2. Enlist the Support of Influential People & Policy Makers
			3. Challenge Resistance
			4. Evaluate Progress
			5. Reflection about the project

**Reflection** **(Due: December 2nd)**

Students are required to write one (1) reflection summarizing their growth through the course experiences at the end of the semester. The reflection should be 4-5 pages total. Within the 4-5 pages, students should cover each of the following topics: (a) your experience with developing a social justice advocacy intervention, (b) reading book chapters and articles, (c) all non-lecture class activities, (d) lectures and guest lectures, and (e) professional development activities. For each topic, please be sure to address the following two questions: (1) How have these activities contributed to improve your school counseling knowledge and skills in developing your school counseling competencies?; (2) Which activities were meaningful to your growth and development as a future school counselor?. End your paper with a reflection about the course’s impact on your personal development and professional identity.

**Grading and Evaluation**

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| **Assignments** | **Due Date** | **Points Possible** |
| Class Participation |  On Going | 100 |
| Social Determinants of Health Paper | 9/8 | 30 |
| School Data and Program Goals |  9/22 | 50 |
| Program Assessment and Use of Time | 10/13 | 30 |
| Mock Advisory Council | 10/27  | 40 |
| Social Justice Presentation | 11/10  | 120 |
| Reflection |  12/1 | 50 |
| **TOTAL:** |  | **420** |

**Grading Calculations:** I use a “mastery grading system,” such that the grade cutoffs are as follows:

A = 376-420 points (90-100%)

B = 335-375 points (80-89%)

C = 293-334 points (70-79%)

D = 250-292 points (60-69%)

F = 0-249 points (0-59%)

**Course Policies & Procedures**

**Class Participation**

Students are expected to participate in all class discussions and participate in all exercises. This is a foundational course for school counselors-in-training and as such there is a lot of material to cover. Much of this material will be covered in class via in-class individual and group experiential activities and assignments. Therefore, in order to get full participation points students must participate in each activity and assignment. Failure to participate will result in reduced participation points. In addition, out of class assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**Excused Absences**

Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specific by the instructor).

**Face Coverings**

Auburn University permits individual faculty members to require face coverings in their classrooms.

**Disability Accommodations**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Honesty Code**

All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/)will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Course Contingency**

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Diversity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, students will have the chance to indicate a preferred name to be called and identify pronouns to be addressed. As your instructor, I will do my best to address and refer to all students accordingly and will highly encourage that classmates do so as well.

**Mental Health**

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling (334)844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic. (Links to an external site.)](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call 334.844.5123 to speak with someone. Additional information can be found at [http://wp.auburn.edu/scs (Links to an external site.)](http://wp.auburn.edu/scs/).

**Course Delivery Changes**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas announcements as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer, reliable Internet, and check the Canvas page for updates daily.

# Justification for Graduate Credit

# This course includes advanced content on professional orientation, ethical and legal standards and practices, and professional development and identification in counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016) specific to *Professional Counseling Orientation and Ethical Practice* (Section 2, Counseling Curriculum – 1). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning objectives specified in this syllabus.

**Related Websites**

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| US Dept. of Education | <http://www.ed.gov/>  |
| The Education Trust | <http://www.edtrust.org/main/indes.asp> |
| ERIC Clearinghouse on Assessment | http://ericae.net/ |
| American Counseling Association | <http://counseling.org/> |
| American School Counselor Association | <http://www.schoolcounselor.org/> |
| National School Boards Association | <http://asbj.com/achievement/index.html> |
| Presentations assistance | <http://www.ncjrs.org/pdffiles1/ojdp/178997.pdf> |
| Forum on Child and Family Statistics | <http://www.childstats.gov/> |
| Annie E. Casey Foundation Kids Count | http://www.aecf.org/kidscount/kc  |
| CACREP 2016 Standards | [http://www.cacrep.org/](http://www.cacrep.org/2009standards.html) |
| Alabama Board of Examiners in Counseling | www.abec.state.al.us/ |
| Center for School Counseling Outcome Research and Evaluation | <http://www.umass.edu/schoolcounseling/> |
| National Office for School CounselorAdvocacy | <https://nosca.collegeboard.org/> |
| Alabama School Counselor Association | <http://tinyurl.com/RAVEALSCA> |