**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

**SPRING SEMESTER 2019**

**Course Number: COUN 7970**

**Course Title: School Counselor Leadership and Advocacy**

**Credit Hours: 3 Semester Hours**

**Prerequisties: COUN 7910**

**Corequisites: COUN 7920**

**Date Syllabus Prepared:** 12/17, 12/18

**Instructor:** Malti Tuttle, PhD, LPC, NCC

Email: mst0022@auburn.edu

Phone:

Office Hours: By appointment

Office address:

Graduate Assistant:

**Textbooks:**

**Required:**

American School Counseling Association (2012). ASCA national model: A

framework for school counseling programs (3rd ed.). Alexandria, VA: Author.

American School Counseling Association (2013). School counselor leadership: An essential practice. Alexandria, VA: Author.

**Recommended:**

American Psychological Association (2009). *Publication Manual of the American Psychological Association,* (6th Ed.). Washington, DC: APA.

**Additional Readings:**

Amatea, E.S., & West-Olatunji, C.A. (2007). Joining the conversation about educating our poorest children. *Professional School Counseling, 11*(2), 81-89.

doi:10.5330/PSC.n.2010-11.81.

Bemak, F., & Chung, R.C. (2008). New professional roles and advocacy strategies for school counselors: A multicultural/social justice perspective to move beyond the nice counselor syndrome. *Journal of Counseling and Development, 86*(3), 372-382.

doi:10.1002/j.1556-6678.2008.tb00522.x.

Bemak, F.,Williams, J.M., & Chung, R.C. (2014). Four critical domains of accountability for school counselors. *Professional School Counseling,18*(1), 100-110.

doi:10.5330/prsc.18.1.q40379257k35n1kx.

Brooks-McNamara, V., & Pederson, L. (2006). Practitioner inquiry: A method to advocate for

systemic change. *Professional School Counseling, 9*(3), 257-260.

Cigrand, D. L., Havlik, S. G. Malott, K. M., & Jones, S. G. (2015). School counselors united in professional advocacy: A systems model.*Journal of School Counseling, 13*(8). Retrieved from http://www.jsc.montana.edu/articles/v13n8.pdf

College Board (2006). Creating a college-going culture guide.

College Board (2009). A closer look at the principal-counselor relationship.

Dollarhide (2003). School counselors as program leaders: Applying leadership contexts to

school counseling. *Professional School Counseling, 6,* 304-308

Dollarhide, Gibson, & Saginak (2008). New counselors’ leadership efforts in school counseling:

Themes from a year-long qualitative survey. *Professional School Counseling, 11*(4), 262-

271.

Grimes, L.E., Haskins, N., & Paisley, P.O. (2013). So, I went out there: A phenomenological

study on the experiences of rural school counselor social justice advocates. *Professional*

*School Counseling, 17*(1), 40-51. doi:10.5330/PSC.n.2013-17.40.

Hines, P. & Lemons, R. (2011). Poised to lead: How school counselors can drive college and career readiness. Retrieved from http:www.edtrust.org/dc/publication/poised-to-lead.

Janson, C., Stone, C., & Clark, M.A. (2009). Stretching leadership: A distributed perspective for school counselor leaders. *Professional School Counseling, 13*(2), 98-106.

doi:10.5330/PSC.n.2010-13.98

Johnson, L. V., Tuttle, M., Harrison, J., & Shell, E. M. (2018). Response to intervention for P English learners: A framework for school counselors. *Journal of School Counseling, 16*(17). Retrieved from <http://www.jsc.montana.edu/articles/v16n17.pdf>.

Lewis, R.E., & Borundo, R. (2006). Lived stories: Participatory leadership in school counseling.

*Journal of Counseling and Development, 84,* 406-413.

Mason, E. C. M., Ockerman, M. S., & Chen-Hayes, S. F. (2013). Change-Agent-for-Equity (CAFE) model: A framework for school counselor identity. *Journal of School Counseling, 11*(4). Retrieved from http://www.jsc.montana.edu/articles/v11n4.pdf

Mason, E.C.M, & McMahon, H.G. (2009). Leadership practices of school counselors. *Professional School Counseling, 13*(2), 107-115. doi:10.5330/PSC.n.2010-13.107.

McMahon, H.G., Mason, E.C.M & Paisley, P.O. (2009). School counselor educators as educational leaders promoting systemic change. *Professional School Counseling, 13*(2),

116-124. doi:10.5330/PSC.n.2010-13.116.

Musheno, S., & Talbert, M. (2002). The transformed school counselor in action. *Theory into Practice, 41*(3), 186. doi:10.1207/s15430421tip4103\_7.

NOSCA (2011). Elementary school counselor’s guide.

NOSCA (2011). High school counselor’s guide.

NOSCA (2011). Middle school counselor’s guide.

Rowell, L.R., & Hong, E. (2013). Academic motivation: Concepts, strategies, and counseling approaches. *Professional School Counseling, 16*(3), 158-171.

Saginak, K. A., & Dollarhide, C. T. (2006). Leadership with administration: Securing administrative support for transforming your program. *Journal of School Counseling, 4*(10). Retrieved from http://www.jsc.montana.edu/articles/v4n10.pdf

Shillingford, M. (2013). Practical strategies for school counsellor leadership: the leadership

challenge model. *International Journal of Leadership in Education*, *(16)4* ,497-515. doi:10.1080/13603124.2012.741266

Singh, A.A., Urbano, A., Haston, M., & McMahon, H.G. (2010). School counselors’ strategies for social justice change: A grounded theory of what works in the real world. *Professional School Counseling, 13*(3), 135-145. doi:10.5330/PSC.n.2010-13.135.

Sink, C. A. (2009). School counselors as accountability leaders: Another call for action.

*Professional School Counseling, 13*(2), 68-74. doi:10.5330/PSC.n.2010-13.68.

Tuttle, M.,& Haskins, N. (2017). “A Different Way”: The experiences of Latinx parents with school counselors*. Journal for Social Action in Counseling & Psychology, 9*, 95-111. Retrieved from: http://jsacp.tumblr.com

Tuttle, M.,& Johnson, L.V. (2018). Navigating language brokering in K-12 schools. *Journal of Mental Health Counseling, 40,* 328-340. doi:10.17744/mehc.40.4.05

Tuttle, M., Yordy, M., Appling, B., & Hanley, E. (2018). School counselor and school nurse collaboration: Partnering for K-12 student success. *Journal of School Counseling, 16*(4). Retrieved from <http://www.jsc.montana.edu/articles/v16n4.pdf>

Vela, J. C., Lu, M. P., Gonzalez, S. L., Smith, R. L., & Azadi-Setayesh, S. (2015). School counselors’ perceptions of differences between successful and less successful Latina/o high school students.*Journal of School Counseling, 13*(14). Retrieved from http://www.jsc.montana.edu/articles/v13n14.pd

Wimberly, C. L, & Brickman, S. (2014). Counselors in rural schools: A position of leadership.

*The Rural Educator, 35*(2).

Young, A.A., Millard, T., & Kneale, M.M (2013). Enhancing school counselor instructional leadership through collaborative teaming: Implications for principals. *NASSP Bulletin,*

*97*(3), 253-269. doi:10.1177/0192636513483356.

**Course Description:**

This course is designed to provide an overview of school counseling leadership and advocacy. School counselors in training will develop a deeper knowledge of their role as educational leaders while serving as school counselors. School counselors have the responsibility to help *all* students achieve high standards in their leadership roles. Understanding and implementing the American School Counselor Association’s National Model, can ensure that all students have access to the benefits of effective school counseling.

**Student Learning Objectives:**

By the end of the course, through satisfactory performance, students should be able to demonstrate the following:

1. Students will understand school counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP 5.G.2.a.)

2. Students will understand school counselor roles in relation to college and career readiness (CACREP 5.G.2.c.)

3. Students will understand school counselor roles in school leadership and multidisciplinary teams (CACREP 5.G.2.d.)

4. Students will know competencies to advocate for school counseling roles (CACREP 5.G.2.f)

5. Students will know qualities and styles of effective leadership in schools (CACREP 5.G.2.j.)

6. Students will be able to design and evaluate school counseling programs (CACREP 5.G.3.b.)

7. Students will be able to implement interventions to promote academic development (CACREP 5.G.3.d.)

8. Students will be able to implement strategies to facilitate school and postsecondary transitions (CACREP 5.G.3.g.)

9. Students will develop skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP 5.G.3.h.)

10. Students will be able to implement approaches to increase promotion and graduation rates (CACREP 5.G.3.i.)

11. Students will be able to implement interventions to promote college and career readiness (CACREP 5.G.3.j.)

12. Students will be able to implement strategies to promote equity in student achievement and college access (CACREP 5.G.3.k.)

13. Students will be able to use accountability data to inform decision making (CACREP 5.G.3.n.)

14. Students will be able to use data to advocate for programs and students (CACREP 5.G.3.o.)

15. Students will understand school counselors’ roles as social justice advocates and multiculturally competent leaders.

16. Students will be able to use accountability data to inform decision making (CACREP 5.G.3.n.)

**Course Format:**

Discussions will be based on lecture information, material from the text, outside reading assignments, and relevant topics that are raised during class. The discussions place primary responsibility on each student to critically read and reflect upon the assigned reading material, to raise questions and constructively discuss issues relevant to the readings, and to discern differences between one’s knowledge and one’s beliefs and opinions.

**Course Requirements & Student Evaluation:**

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past due. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

**Evaluation of Performance:**

1. Advocacy in Action 100 points
2. Professional Leadership Exploration Project 100 points
3. Data and Advocacy Project 100 points
4. College and Career Readiness Project 100 points
5. Trauma-Informed Care, Evidence-Based 100 points

Practices, and Integrated Care Application

Based Reflection

Total = 500 points

A = 450-500/90-100

B = 400-450/80-89

C = 350-399/70-79

D = 300-349/60-69

F = 299 and below/59 or below

1. **Professional Leadership Exploration Project**

**Due:** February 18, 2019

**100 Points**

Leadership is a key characteristic for professional school counselors. In this project, students will learn from school leaders, reflect on their own leadership, and plan for their future leadership as a school counselor. Leaders constantly work to become more self- aware. With this in mind, students will engage in several activities in order to complete this project.

The project will include:

**i. Completion of Myers-Briggs Personality Assessment**

Take a personality self-assessment to use their findings to conceptualize their strengths

and areas of growth as a leader.

Myers-Briggs: Each of you will take the free Meyers-Briggs personality assessment offered through the website (<http://www.16personalities.com/)>. After completing the assessment, read the profile about your personality carefully.

**ii. Leader interviews:** Students will interview three school leaders about their leadership style and their perspectives on school counselors as leaders. Students may choose to interview school counselors, district student support specialists, school principals, school assistant principals, district superintendents, or school counseling professional organization leaders.

**After completing the activities, students will complete a paper 4-5 page paper in APA Style format to address the following:**

1. **Leadership Self-assessment and Myers-Briggs**

Students will reflect on their own leadership style and how this style will manifest as a professional school counselor. Students should describe: What are your characteristics as a leader? What personal strengths do you possess that will help you become a good leader? What personal weaknesses do you possess that will challenge you as a leader? What are your strengths as a leader? What did this inventory teach you about your personality as a future counselor? What does the inventory tell you about yourself as an advocate? With this new information, how might you challenge yourself to grow as a leader? Your paper should explicitly list your four letter Meyers-Briggs personality type (e.g. ENFP).

1. **Leadership Interviews**

Students will include questions asked, their reactions to the responses provided, and address how the interviews impact their view of school counselor leadership and advocacy.

1. **School Counseling Leadership Plan**

Students will create a plan for their future leadership role as a school counselor. Considering the leadership styles discussed in this class, students should (1) determine and describe which leadership approach they will use as a school counselor, (2) describe three key areas in their future schools of employment in which they will use their leadership skills, and (3) outline what leadership challenges they may face in the future and how they will overcome these challenges.

1. **Advocacy in Action**

**Due:** March 18, 2019

**100 Points**

As relevant to the counseling field (school or clinical mental health) identify an action step that you can do to advocate in some way for the field of school counseling, individuals in need of counseling services, or for schools and communities to gain access to counseling services. Examples may include: recognizing National School Counseling Week through Advocacy. You will submit a 1-2 page paper detailing what advocacy effort you participated in and the intended impact of your effort.

If you choose to join a relevant professional counseling organization that you are not currently a member of you DO NOT HAVE to write the 1-2 page paper. You can submit proof of your membership (needs to clearly indicate that you are a new member no earlier than the start of class). You will only need to write 1-2 sentences stating what advocacy effort you participated in.

1. **College and Career Readiness Project**

**Due:** March 25, 2019

**100 points**

Professional school counselors are increasingly being looked to for leading the creation of college-going cultures and ensuring that all students, regardless of age, are working to become college and career ready. In this project, students will design a program or intervention for their internship site that will increase students’ college and career readiness. Creating the project includes six steps:

1. **Determine a program/intervention**: Students should review readings, books, and Internet sources for recommended programs and interventions for college and career readiness. Students must keep in mind their internship site’s needs and context when selecting a program or intervention.
2. **Seek approval:** Students should receive approval from their internship site supervisor, school administrator, and the instructor (in that order) for their intervention or program.
3. **Plan for data collection:** Students must collect pre- and post- data for their intervention. This should be planned in advance.
4. **Plan and implement the intervention:** Students are encouraged to document the intervention as it is implemented.
5. **Analyze data:** Students should examine their data and note any changes before and after the program or intervention.
6. **Prepare a presentation:** Students should prepare a presentation for their COUN 7970 instructor and classmates outlining: (1) their College and Career Readiness program or intervention, (2) how the program/intervention went, (3) collected data, (4) stakeholders’ reactions, (5) their own reactions, and (6) lessons learned.

**4. Trauma-Informed Care, Evidence-Based Practices, and Integrated Care Application Based Reflection**

**Due:** April 1, 2019

**100 points**

School counselors as leaders and advocates are in the role to support students through the use of trauma-informed care, evidence-based practices, and integrated care. Students will view the BRACE modules on all three areas focusing on Trauma-Informed Care, Evidence-Based Practices, and Integrated Care. After viewing the modules, students will write a 3-5 page reflection focusing on how they vision their role as an advocate to support students based on these three areas, how vital this knowledge is to the role of the school counselor, and what next steps they can implement in their practice.

**5. Data and Advocacy Project**

**Due:** April 22, 2019

**100 points (Presentation = 90, Reflection = 10)**

Data is a key tool for school counselors to use to advocate for students, school needs, and social justice. In this project, students will use data to determine a need at their internship site. They will then design an intervention to address this need, and present the data and proposed intervention to school stakeholders. Completing the project involves eight steps:

1. **Examine data:** Students will analyze school data to determine a student need. Students may consider examining student achievement data, discipline referrals, attendance records, or school counseling data.
2. **Select a need:** Students will select one student need apparent in the data they examined. This need may highlight an equity issue, disproportionate services, or other concern.
3. **Design an intervention:** Students will design a school counseling intervention to address the selected need. For example, the intervention could be part of the school counseling core curriculum, a series of small counseling groups, or a schoolwide initiative.
4. **Prepare a presentation:** Students will prepare a presentation highlighting the data they examined, need they found, and proposed intervention.
5. **Present to school stakeholders:** Students will deliver their presentation to a group of school stakeholders at their internship site, such as administrators, school counselors, parents, and teachers.
6. **Present to COUN 7970:** Students will deliver their presentation to their classmates and instructor in COUN 7970.
7. **Write a reflection:** Students will reflect on their Data and Advocacy Project, describing what the experience was like, how their stakeholders responded, and what they learned for the future. Reflections should be approximately 3-4 pages in length and follow APA style.
8. **(Optional) Implement the intervention:** Optionally, students are encouraged to implement their intervention and collect future data to assess its impact on their identified need.

# Class Policy Statements:

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
2. 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, 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 excused absences from 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 notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see University Policies https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx will apply to university courses. 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.
5. Disability Accommodations: Students who need accommodations are asked to arrange

a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Office of Accessibility, 1228 Haley Center, 844- 2096 (V/TT).

1. 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, an addendum to your syllabus and/or course assignments will replace the original materials.

1. 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:

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

1. Use of Electronics: Due to the nature of the course being online, students will be required to utilize appropriate forms of technology to participate, complete assignments, and access reading materials.

**CACREP Standards Matrix**

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| --- | --- | --- |
| **CACREP Standard-As a result of this course student learn/gain the following:** | **Curriculum Experience** | **Outcome Assessment** |
| CACREP Standard 5.G.2.a  Students will understand school counselor roles as leaders, advocates, and systems change agents in P-12 schools. | * Students will read about the history of school counselors as leaders and advocates * Students will read about leadership in school counseling * Students will read about Advocacy in school counseling | * Professional Leadership Exploration Project * Advocacy in Action |
| CACREP Standard 5.G.2.c.  Students will understand school counselor roles in relation to college and career readiness. | * Students will read about advocacy and leadership for College and Career Readiness | * College and Career Readiness Project |
| CACREP Standard 5.G.2.d.  Students will understand school counselor roles in school leadership and multidisciplinary teams. | * Students will read about leadership in school counseling | * Advocacy in Action |
| CACREP Standard 5.G.2.f.  Students will know competencies to advocate for school counseling roles. | * Students will read about advocacy in school counseling * Students will read about advocacy and social justice | * Professional Leadership Exploration Project * Advocacy in Action |
| CACREP Standard 5.G.2.j  Students will know qualities and styles of effective leadership in schools. | * Students will read about leadership in school counseling | * Professional Leadership Exploration Project |
| CACREP Standard 5.G.3.b.  Students will be able to design and evaluate school counseling programs. | * Students will read about using data for advocacy | * Advocacy in Action * Data and Advocacy Project |
| CACREP Standard 5.G.3.d  Students will be able to implement interventions to promote academic development. | * Students will read about advocating for equity in student achievement | * Advocacy in Action * Data and Advocacy Project |
| CACREP Standard 5.G.3.g  Students will be able to implement strategies to facilitate school and postsecondary transitions. | * Students will read about advocacy and leadership for College and Career Readiness | * College and Career Readiness Project |
| CACREP Standards 5.G.3.h  Students will develop skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement. | * Students will read about advocating for equity in student achievement * Students will review BRACE Training Modules | * Data and Advocacy Project * Trauma-Informed Care, Evidence-Based Practices, and Integrated Care Application Based **Reflection** |
| CACREP Standard 5.G.3.i  Students will be able to implement approaches to increase promotion and graduation rates. | * Students will read about advocacy and leadership for College and Career Readiness | * College and Career Readiness Project |
| CACREP Standard 5.G.3.j  Students will be able to implement interventions to promote college and career readiness. | * Students will read about advocacy and leadership for College and Career Readiness | * College and Career Readiness Project |
| CACREP Standard 5.G.3.k  Students will be able to implement strategies to promote equity in student achievement and college access. | * Students will read about advocating for equity in student achievement | * Data and Advocacy Project |
| CACREP Standard 5.G.3.n  Students will be able to use accountability data to inform decision making. | * Students will read about using data for advocacy | * Data and Advocacy Project |
| CACREP Standard 5.G.3.o  Students will be able to use data to advocate for programs and students. | * Students will read about using data for advocacy | * Data and Advocacy Project |

**Tentative Course Schedule**

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| --- | --- | --- | --- |
| Class **#** | **Date** | **Topic** | **Readings/Assignments Due** |
| 1 | 1/14/19 | Course Introduction, Leadership in Schools | READ:  Chapters 1-4 in School Counselor  Leadership: The Essential Practice  Leadership, p. 1-4 in ASCA National Model. |
| 2 | 1/21/19 | M.L. King Jr. Day | No Class |
| 3 | 1/28/19 | History of School Counselors as Leaders and Advocates  \*Guest Speakers-Mr. Sean Stevens from the Alabama State Department of Education and Dr. Jason Bryant | READ:  Chapters 5-6 in School Counselor Leadership: The Essential Practice  Initiating leadership by introducing and implementing the ASCA National Model, Schwallie-Giddis, ter Maat, & Pak, 2003 (read only p. 1)  Assigned readings-see folder on CANVAS |
| 4 | 2/4/19 | Leadership in School Counseling, Part I | READ:  Chapters 7-8 in School Counselor Leadership: The Essential Practice  Assigned readings-see folder on CANVAS |
| 5 | 2/11/19 | Leadership in School Counseling, Part II | READ:  Assigned readings-see folder on CANVAS |
| 6 | 2/18/19 | Advocacy in School Counseling | READ:  *Advocacy, p. 4-6 in ASCA National Model.*  *Advocacy and Social Justice. p. 14-16 in ASCA National Model*  Assigned readings-see folder on CANVAS  *DUE:* Professional Leadership Exploration Project |
| 7 | 2/25/19 | Advocacy and Leadership for College and Career Readiness, Part I | READ:  *College and Career Readiness and the ASCA National Model, p. 93-95*  Assigned readings- see folder on CANVAS and   * **Read one of these:** * *Elementary School Counselor’s Guide, NOSCA, 2011* * *Middle School Counselor’s Guide, NOSCA, 2011* * *High School Counselor’s Guide, NOSCA, 2011* |
| 8 | 3/4/19 | Advocacy and Leadership for College and Career Readiness, Part II | READ:  Reach Higher website:  <https://www.whitehouse.gov/reach-higher>    Assigned readings- see folder on CANVAS  WATCH: First Lady ASCA 2014 Remarks  WATCH: Trish Hatch on Reach Higher |
| 9 | 3/11/19 | Spring Break | No Class |
| 10 | 3/18/19 | Using Data for Advocacy | READ:  *Accountability, p. 99-107, ASCA National Model.*  *What Does it Mean to Have a Data-Driven School Counseling Program? p. 117-119, ASCA National Model*  Assigned readings- see folder on CANVAS  DUE: Advocacy in Action |
| 11 | 3/25/19 | College and Career Readiness Presentations | DUE: College and Career Readiness Presentations |
| 12 | 4/1/19 | Trauma-Informed Care, Evidence-Based Practices, and Integrated Care | READ:  Assigned readings- see folder on CANVAS  DUE: BRACE Modules and Trauma-Informed Care, Evidence-Based Practices, and Integrated Care ApplicationReflection |
| 13 | 4/8/19 | Advocacy and Leadership for Social Justice | READ:  *School Counselors’ Role in Working with LGBTQ Students, p. 34-36 in ASCA National Model.*  Assigned readings- see folder on CANVAS |
| 14 | 4/15/19 | Advocating for Equity in Student Achievement | Assigned readings- see folder on CANVAS |
| 15 | 4/22/19 | Data and Advocacy Project  Closing Thoughts on Advocacy and Leadership in School Counseling | DUE: Data and Advocacy Presentations, Data and Advocacy Project Reflections |

# Justification for Graduate Credit:

This course includes content on leadership and advocacy for school counselors.  This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016).  All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study.  This includes rigorous evaluation standards of students completing the learning outcomes specified in this syllabus.

# SYLLABUS DISCLAIMER:

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.