

Fall 2021

CE 635 Syllabus: Orientation to School Counseling

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Winona State University Counselor Education Department CE 635: Orientation to School Counseling Semester Hours: 3		
Course Location	This class meets in-person weekly in Helble 343, Thursdays 5:00 – 8:00 pm	
Instructor	Anquinetta V. Calhoun, Ph.D.	
Instructor Phone & E-Mail	Email: anquinetta.calhoun@winona.edu ; Cell: (352) 474-9343 (text); Zoom: https://minnstate.zoom.us/j/4076192192	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	349 Helble Hall, Winona Campus	
Instructor Office Hours:	Mondays & Thursdays: 12:00 – 5:00 pm	

I. COURSE DESCRIPTION

This course introduces the student to current school counseling models and effective practice. The focus is on practical issues faced by school counselors as they implement a school counseling program, work with students, colleagues, and families, and manage role responsibilities effectively. The course content will be delivered using a combination of lecture, discussion, experiential activities, individual, and group projects. Field based learning, when available, may be a component of this course.

II. COURSE PREREQUISITES

Prerequisites: Admittance to Counselor Education Department and [CE 601 - Foundations of Counseling](#) (or concurrent enrollment). Grade only. Offered annually.

III. COURSE OBJECTIVES

This course will provide the essential learnings necessary for the student to:

1. Identify components of a comprehensive school counseling program that contributes to safe and respectful schools and overall school improvement.
2. Demonstrate leadership and collaborative skills, and explain how they relate to advocacy, social justice action and systemic change.
3. Recognize and begin to follow the ethical and legal expectations of the school counselor.
4. Demonstrate awareness of multicultural considerations in working with special populations and various cultural groups.
5. Recognize technological resources available to school counselors for individual student planning, career exploration, and college and career transitioning.

6. Identify necessary components of individual counseling sessions and individual student planning sessions.
7. Describe interventions that are theoretically and empirically based befitting to children and adolescents' common presenting concerns.
8. Discuss the role of the school counselor in various child and adolescent school situations.
9. Articulate the differences among types of support services such as collaboration, consultation and coordination and identify how they are part of a comprehensive school counseling program.
10. Write measurable goals for school counseling programs, and methods of data collection and/or an accountability system to assess the effectiveness of improvement toward these goals.
11. Observe current school counseling programs, and discuss observations using critical thinking and solution-focused methods of examination.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

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

Erford, B. (2019). *Transforming the school counseling profession* (5th ed.). New York: Pearson.

Fisher, E.S. & Kennedy, K.S. (2017). *Counseling special populations in schools*. New York: Oxford University Press.

Recommended texts:

American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 978-1-4338-3216-1

NOTE: All scholarly written work will adhere to the 7th edition of the APA publication manual formatting guidelines. If you don't already own this text, you will need it throughout your program of study for every scholarly assignment. It is strongly recommended that you purchase this text.

Any additional materials, resources, and readings will be posted on the related course D2L page.

2016 CACREP STANDARDS School Counseling	LOCATION OF EVALUATION				
	Presentations Discussions, SCC	Advocacy Outreach	RLT1	RLT2	RLT3
1. FOUNDATIONS					
1a. History and development of school counseling.	x		x	x	x
1b. Models of school counseling programs.	x		x	x	
1d. Models of school-based collaboration and consultation.	x		x	x	
1e. Assessments specific to P-12 education.	x				x
2. CONTEXTUAL DIMENSIONS					
2a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools.	x	x	x	x	x
2b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.	x	x		x	
2c. School counselor roles in relation to college and career readiness.	x			x	
2d. School counselor roles in school leadership and multidisciplinary teams.	x			x	
2e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.	x			x	
2f. Competencies to advocate for school counseling roles.	x	x		x	
2g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.	x				x
2i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.	x				x
2k. Community resources and referral sources.	x			x	
2l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.	x				
2m. Legislation and government policy relevant to school counseling.	x	x			
2n. Legal and ethical considerations specific to school counseling.	x		x	x	

3. PRACTICE					
3a. Development of school counseling program mission statements and objectives.	x		x		
3b. Design and evaluation of school counseling programs.	x		x		
3c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	x		x		x
3e. Use of developmentally appropriate career counseling interventions and assessments.	x		x		x
3g. Strategies to facilitate school and postsecondary transitions.	x				
3i. Approaches to increase promotion and graduation rates.	x				
3j. Interventions to promote college and career readiness.	x				
3k. Strategies to promote equity in student achievement and college access.	x				
3l. Techniques to foster collaboration and teamwork within schools.	x			x	
3n. Use of accountability data to inform decision making.	x		x		
3o. Use of data to advocate for programs and students.	x	x			

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- Lecture and discussion
- Video, film, and PowerPoint slides
- Modeling
- Web-based learning
- Case studies
- Interviews and other field communications
- Reflective textual evaluations and self-evaluations
- Student presentations

VII. COURSE EVALUATION METHODS

A. Description of Assignments

All assignments will be uploaded to D2L unless otherwise indicated by the professor.

ASCA School Counselor Competencies Review/Read: ASCA National Model.

Early in the semester, all students will complete the ASCA School Counselor Competencies Checklist. This is an opportunity to identify personal knowledge and set academic goals, both for the student and the professor.

Active Learning Activity

Each live zoom class will begin with an activity that can be utilized in a group or classroom. In pairs, you will have an opportunity to lead activities with the class. You may use activities from books, online resources or other independent resources.

This ASCA website: <https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources> and the following texts are only suggested places to consult and some books may be available from the professor for limited use:

- Jackson, T. (1993). *Activities that teach*. Red Rock Press.
- Jackson, T. (1995). *More activities that teach*. Red Rock Press.
- Jackson, T. (2000). *Still more activities that teach*. Red Rock Press.
- Wittmer, J., Thompson, D.W., & Loesch, L.C. (1997). *Classroom guidance activities: A sourcebook for elementary school counselors*. Educational Media Corp.
- Wittmer, J., Thompson, D.W. (2006). *Large group guidance activities: A k-12 sourcebook* (2nd ed.). Educational Media Corp.

Leadership & Advocacy Outreach Review/Read: Erford, ch. 9.

During the semester, students will correspond with a school counseling advocate and a legislator (state or federal) involved in education policy. Students will learn how to locate and connect with school counseling leaders and legislators, identify the issues that they see as important and begin to develop advocacy skills.

Each student will need to contact a different school counseling advocate (think officers and members of professional organizations serving school counselors—local, state, regional or national), via phone or face-to-face, to learn about the role of school counselors as leaders and advocates. In addition, each student will write a letter to a legislator advocating for student needs. You will need to submit a 2-page reflection of the experiences and include a copy of the legislator letter and brief summary of the conversations and/or written exchanges.

REFLECTIVE LEARNING TASKS

A Reflective Learning Task or RLT, is a process whereby students address issues/dynamics of school counseling by synthesizing past learnings and experiences, required and extended readings, instructional site experiences, professional interviews and class discussions. Thus, RLTs are an integration of the experiences from the classroom, the school setting, current literature, peer discussion and your intellectual understanding. Because each of you has had varied previous experiences, RLTs will be individualized and relevant to your personal and professional development as a school counselor-in-training. RLTs represent a shift from summarizing and regurgitating to higher-order conceptualizing. For each of the RLTs you will be completing readings and directed tasks, sharing your work with the members of your team, and receiving feedback and support from professionals. Initially the RLT process can feel ambiguous and challenging. Please embrace this growth process. Not only is this consistent with many of the issues facing school counselors, but it also provides an opportunity to bring your perspectives and experiences into the process. Before, during and after completing an RLT, remember to ask yourself how this process relates to your professional development in the school counseling field.

Reflective Learning Task 1 – School Counseling Foundation & Management

Read/review: ASCA Section II, & Erford ch. 2, 4, 5, 6 & 10

You should use at least four (4) additional resources (books, journal articles, documentaries on history and management of counseling or therapy theories and practices)

Group Foundational Paper (1000-1250 words)

In a group of 2-4, you will develop a “foundation” for your dream school counseling program. Utilizing the ASCA Model template, you will:

- name you group/name your dream school (these may be the same)
- identify your beliefs,
- develop a mission and vision statement,
- develop a SMART goal for each of the ASCA Model themes,
- develop an annual calendar of activities.

There will be one foundation paper turned in for the group. Each group member will also turn in a Reflective Response paper.

The Reflective Response paper #1: Foundation (250-500 words)

This first reflective response is meant to help you engage in your own professional development. Your reflection should follow APA formatting guidelines (7th edition) and include:

- A description of the process your group utilized in developing your paper and your role in that process.
- As a participant, did you agree with the outcome?
- What do you see as the strengths of the established goals?
- What do you imagine may impede your goals?
- What do you foresee as challenges and benefits to creating these foundational elements?

Reflective Learning Task 2 – Schools and School Counseling/Three Interviews
(This is an individual project.)

Read/review: ASCA Section III; and Erford ch 1, 3 & 14.

Interview #1: A School-based Counselor

The topic for each interview is the role of the school counselor, and how the counselor is important to the development and learning of students. Before the interview, make a list of open-ended questions that allow you to gain the interviewee's perspective on school counseling. (You should not interview the same counselor you contacted for the advocacy conversation.)

Sample Questions: (Remember that the purpose of this activity is for your own professional development —be sure to ask the questions that you want answered.)

- What are the school's expectations regarding the role of the counselor?
- How does the counselor spend his/her time?
- What are the duties (or job description*) of the school counselor?
- What is the philosophy or mission statement* of the school? How does the counselor contribute to that mission?
- How is the school organized and how are counseling/student services administered?
- How is the counselor evaluated*?

*request a copy of written documents, if available, as well as the school profile

Interview #2: School Administrator (Principal or Assistant Principal)

The topic for each interview is the role of the school counselor, and how the administrator(s) view the counselor's contribution to the school's mission and vision. Before the interview, make a list of open-ended questions that allow you to gain the interviewee's perspective on the role of counseling in the school.

Sample Questions: (Remember that the purpose of this activity is for your own professional development —be sure to ask the questions that you want answered.)

- What are the administration's expectations regarding the role of the counselor?
- How does the counselor contribute to school leadership?
- What are the duties of the school counselor from the perspective of an administrator?
- How does the administration describe the counselor's contribution to the stated philosophy or mission?

Interview #3: A Student Services/School-based Co-worker (School Psychologist, School Social Worker, School Nurse)

The topic for each interview is the role of the school counselor, and how the student services co-workers assist, consult and collaborate with counselors in service to the development and

learning of students. Before the interview, make a list of open-ended questions that allow you to gain the interviewee's perspective on school counseling.

Sample Questions: (Remember that the purpose of this activity is for your own professional development —be sure to ask the questions that you want answered.)

- What are other student services personnel's expectations regarding the role of the counselor?
- How do other student services personnel work with the counselor most often?
- How do they describe the duties of the school counselor?
- How do student services personnel contribute to the philosophy and mission of the school?

While conducting interviews be observant. Notice distinctiveness of the interview, the physical spaces (if you interview face-to-face).

Reflective Response paper #2: Three Interviews. (750-1000 words)

From your readings, observations and interviews, choose a theme about school counseling that emerged for you during your interviews and use that theme to identify:

- essential learning/information you acquired,
- a focus question (i.e., gap area) that will help you in future inquiry about that theme
- attempt to respond to your focus question by researching and reading at least one additional article from a professional journal about that theme (e.g., Professional School Counselor, Journal of School Counseling, The Counseling Psychologist, Career Development Quarterly, Journal of Counseling and Development, etc.)

Also explain:

- the significance of your question/theme and how it emerged,
- how your observations, experiences and interviews support, highlight or contrast with literature, classroom discussion and class activities, and
- how the tasks and learnings from the tasks for the RLT relate to your development as a counseling professional, the development of comprehensive school counseling programs, and student development as a whole.
- Make sure to identify any additional or unanswered questions that relate to your continued training on the chosen theme.

Reflective Learning Task 3 – Student Development

Read/review: ASCA Section I; Erford ch. 13, Child and Adolescent Development - Piaget's and Kohlberg's stages of development

Developmental Observations

Each member of your group will complete a one (1) hour observation of students at a chosen developmental level. As a group, you need to cover each level of schooling (at least one person should observe elementary-aged students, one middle school-aged and one high school aged; if there are four people in your group, you may choose to break up elementary into early [k-2] and middle elementary [3-6] or observe preschool-aged children as

the fourth area. If you are part of a two-person group, divide students into two age groups by grade: k-6 & 7-12).

These observations can be done in schools and classrooms, recreational settings such as the mall, a basketball game, or a playground, daycare settings, after-school programs, etc.

NOTE: Due to COVID-19 restrictions adjustments may need to be made to this activity. Consider online documentaries about children at school or at play featuring your age group or fictional depictions in popular television shows or movies for your observations.

Student Interview

With the written permission of a parent, each group member will interview a child aged eight (8) or older. Be sure to focus specifically on the perspective of being a child from the child. What is it like?

- What does it mean to “grow up”?
- What do adults do that are helpful?
- What do they wish that adults knew about being a child their age?
- The goal of this activity is to get the child’s personal theory of child development.

Developmental Discovery

Meet with your workgroup members after observations and interviews have been completed and discuss the following (some class time may be reserved for this, but you will need to complete your discussions outside of class):

- What are children learning at each stage?
- How do they think and reason?
- How do they learn best?
- What are they interested in? Not interested in?
- How long can they manage attention or stay focused on something?
- How do the stages of development match what you experienced? How do they differ?

Reflective Response paper #3: Student Development (750-1000 words)

Considering the learning components (developmental theories), and the action components (your observations and interviews):

- What was the outcome?
- Was the outcome what you expected?
- What questions were answered for you and what questions came out of this experience?
- How has your perspective changed?
- What were the “aha” moments of this exercise?

The RLT Final Commentary

You will have the opportunity to present your RLT experiences to the class in the form of a Final Commentary. It should include:

- A statement on leadership and advocacy in the counseling profession
- Your dream counseling program plan

- A statement on the focus area or theme you extracted from your school-based interviews
- A statement on student development
- The synthesis of any research you did to prepare for outreach activities, interviews, and developmental activities and data you collected
- A conclusion
- You are encouraged to be creative.

B. Grading for Course

Evaluation includes both cognitive work and skill development. A letter grade will be assigned. If you have questions concerning any type of evaluation you receive, please see me immediately with the evaluation in question. Remember, this class is a learning, and growing experience. Perfection is not expected, but improvement over the course of the semester is.

Total points possible for course: 100

A: 100 – 90 = 90%+

B: 89 – 80 = 80%+

C: 79 – 70 = 70%+

Below a C (69 or below): Remediation plan to continue in CED

Course Obj.	Assignment	Due Date	Points
2 - 5, 7	Active Learning Activity	TBD	10
1 - 4, 8	ASCA School Counseling Competencies	9/16 11:59 pm	5
2 - 4	Leadership & Advocacy Outreach	10/14 11:59 pm	15
2, 4, 7, 11	Fisher Presentations	TBD	15
1, 3 - 8, 10, 11	RLT1— Group Foundation Paper & Reflective Response #1: Foundation	9/30 11:59 pm	15
2 - 6, 8 - 9, 11	RLT2—Reflective Response #2: Three Interviews	10/28 11:59 pm	15
3, 4, 6 – 8, 10	RLT3—Reflective Response #3: Student Development	12/2 11:59 pm	15
10	Final RLT Commentary	12/9 11:59 pm	10
			100

VIII. GENERAL STATEMENTS REGARDING COVID-19 RESTRICTIONS

Statement 1: Support for Remote Students

As we learn together this fall, I am committed to helping you complete this course successfully. I am prepared to support any student who cannot attend our in-person class meetings for COVID-related reasons and will do my best to make the experience as seamless and engaging as possible. If you are required to isolate, quarantine, or have any health concerns that prevent you from attending class meetings, please contact me via email at anquinetta.calhoun@winona.edu to discuss your options for continuing the course remotely.

Statement 2: Student Face Covering Requirement

Research indicates that face coverings, combined with physical distancing, reduce the transmission of COVID-19 significantly. In light of the rise of new variants, elevated community spread, and guidance from the Minnesota State system office and the CDC, WSU implemented a mask requirement on August 4th, 2021. All students, faculty, staff, and visitors (including contractors, service providers, vendors, suppliers, camp participants, and the general public) are required to use a cloth face covering to cover both the nose and mouth in all public indoor spaces on university campuses and properties in both Winona and Rochester, including leased facilities, transit shelters and university shuttles. This guidance applies to all individuals, regardless of vaccination status. This protocol will remain in effect through the first several weeks of the fall semester. Unless you have an approved accommodation from [Access Services](#), please come to class wearing a face covering. Approved face coverings include a paper or disposable mask, a cloth face mask, a scarf or bandanna, or a religious face covering. Your face covering should cover the nose and mouth completely, should not be overly tight or restrictive and should feel comfortable to wear. Spare disposable masks will be available in our classroom and in various other locations across campus. Please let me know if you have any questions or concerns about this requirement.

Statement 3: Instructor Face Covering Procedures

Current MDH guidelines followed by WSU allow instructors to remove their face coverings while they teach if they can maintain a six-foot distance between themselves and the students. When I am able to maintain that distance, I may teach without a face covering (or using a face shield without a mask). I will always make every effort to maintain a safe distance and please don't hesitate to let me know if you are uncomfortable with the distancing in the classroom at any time. If the space does not permit or I am unable to maintain that distance in our classroom, I may teach with a mask. Please let me know if you have trouble hearing me or need clarification as I speak.

Statement 4: Availability

Although we will need to interact a bit differently this semester, I am available for conference and questions outside of class time via scheduled in-office meetings or zoom conferences.

Please remember: This is an adjustment for everyone. No one wants the struggles we have faced and will face trying to carve out a life in a pandemic. We will all respond differently to the illness, the unknown, the social distancing, the fear, the tragedy and/or the loss that many have faced or will face and the changes to our collective lives together on campus.

The humane option is our best option. We are going to prioritize: supporting each other as humans, simple solutions that make sense for the most, sharing resources, and communicating clearly.

Due to COVID restrictions and safety practices, we cannot just do the same thing whether together in-person or online. Some assignments are no longer possible. Some expectations are no longer reasonable. Thus, we will foster intellectual nourishment, social connection, and personal accommodation. We will remain flexible and adjust to the situation(s). Nobody knows where this is going and what we'll need to adapt to whatever comes next. Also remember, everybody needs support and understanding in this unprecedented moment. Please reach out to me if you need to work through something regarding the course or even if you don't and you just need to talk.

IX. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no

later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):
 RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
 UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the KEAP Center, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to

due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

X. TENTATIVE* COURSE SCHEDULE

DATE	TOPIC	ACTIVITIES & ASSIGNMENTS
08/26	Introduction & syllabus Intro to ASCA National Model Activities & Fisher signup	READ: Syllabus Q & A, Fisher Presentations & Activities Sign-ups
09/02	Ethics & Standards ASCA & ACA	READ: ACA Code of Ethics, ASCA Standards, Erford ch. 1, 2 & 7
09/09	School Counseling Practice & Programs	READ: ASCA pp. 1-28; Erford ch. 3, 4 & 10
09/16	Counseling Special Populations	READ: Fisher ch. 1, 6; ASCA pp. 29-76; School Counselor Competencies due
09/23	Leadership, Consultation & Collaboration, Student-Parents	READ: ASCA pp. 77-84; Erford ch. 9 & 14; Presentation: Fisher ch. 6
09/30	Juvenile Justice, Children with Incarcerated Parents	READ: Fisher ch. 4, & 8 [article TBD] RLT 1 due
10/07	Counseling Individuals & Groups	READ: ASCA pp. 85-114; Erford ch. 13 Presentations: Fisher ch. 4, & 8
10/14	Homelessness Gifted Students	READ: Fisher ch. 2 & 7 Advocacy Outreach due
10/21	Accountability & Outcome Research	READ: Erford ch. 5 & 6, Presentations: Fisher ch. 2 & 7
10/28	Foster Care & Drop Out Prevention	READ: Fisher ch. 3, & 10 [article TBD] RLT 2 due
11/04	Systems & Cultural Competence	READ: Erford ch. 8 & 15 Presentations: Fisher ch. 3 & 10

11/11	VETERAN'S DAY	NO CLASS
11/18	Students with Disabilities, Inclusion Mental Health in Schools LGBTQ+ & Military Families	READ: Erford ch. 16 & 17; Fisher 5 & 9 Presentations: Fisher ch. 5 & 9
11/25	THANKSGIVING HOLIDAY	NO CLASS
12/02	Four-Year Plans, College Readiness & Career Exploration	Erford ch. 11 & 12 RLT 3 due
12/09	FINALS WEEK	Final RLT Commentary due

*Syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. The schedule is, therefore, tentative and may require adjustments and corrections throughout the semester.