

Department of Counseling, Special Education, and Rehabilitation, CSU, Fresno
COUN 241: Seminar in Organization of Counseling Services (3 Units)
Fall 2020

Day & Time: **Wednesday @ 4pm on Zoom**
Instructor: **Geni Bird**
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Office Hours: **Time & Date to meet must be arranged w/Instructor**

Required text (Immediate Access Option See Bullets)

Bradley, T. Erford (2019). *Transforming the school counseling profession (5th ed.)*.
Upper Saddle River, NJ: Pearson.

EBOOK COURSE – To access our course book, students click on the “IA Bookshelf” tab inside my Canvas page. The material should be active with the words “Read Now”. Students will need to set-up a VitalSource Bookshelf account if they do not already have one. Once an account is created, the material will be available through Canvas or by going directly to the VitalSource website and signing in. Be sure to use a web browser like Chrome or Firefox (DO NOT use Safari), and to make sure your pop-up blockers are off.

Some main points about IA Courses:

- Enrolling into an Immediate Access (IA) course means that all or some of the materials are delivered to students digitally through the professor’s Canvas system.
- All IA communication will be delivered to the student’s Fresno State email account...It is the STUDENT’S RESPONSIBILITY to read all communication coming from the Bookstore. They should look for email headers such as “IMPORTANT INFORMATION” or “REMINDERS” and check the SPAM folder!
- ALL IA materials are free for the first 10 days of the start of the semester to all students enrolled. After the 10th day of the semester, students who did not OPT OUT of the materials will be charged on their student account the cost of the materials. This information can be found in their welcome letter email from the Bookstore. If they did not receive an email, please contact ecarmona@mail.fresnostate.edu
- OPTING OUT means that students DO NOT want the materials delivered digitally and that THEY are responsible to get the materials on your own – usually at a higher cost. If they OPT OUT, their digital access will be revoked. **IMPORTANT!** If students OPT OUT of the program, they will also OPT OUT of the required ADAPTIVE materials including their homework, quizzes, tests, etc... This access will be turned off after the 10th day of the semester.
- We ask students to NOT purchase digital materials directly from the Publisher website or make any other purchase that would require them to enter a credit card for that purchase. This will result in a DOUBLE charge! If they are OPTED IN, the campus will bill their student account.
- **THE LAST DAY TO OPT OUT for FALL 2020 is September 1st, 2020.** – It is THEIR responsibility to OPT OUT. Once they click on the OPT OUT link in their Professor’s Canvas page, they will receive a confirmation email. If they do not receive this email, have them try opting out again or contact the Bookstore.
- DO NOT pay for your materials through Canvas!!! If the link provided requires an “ACCESS CODE” it will be delivered to them in their Fresno State email account from the Bookstore. ALL CHARGES will be billed to their student account.
- Student accounts will be charged around **September 10th, 2020**...They will have one week to pay on their student account either online or at Joyal Administration. If they are on financial aid, scholarship or other benefit programs they are still obligated to pay on their account...They should put this money aside.
- If students enroll after the 10th day of class, they will have 24 hours to review the materials and OPT OUT of the program if they choose to purchase elsewhere.
- Any questions about the IA program can be directed to ecarmona@mail.fresnostate.edu

Course description

Coun 241 will focus on the organization, administration, and evaluation of school counseling programs.

Knowledge Base

The knowledge base adopted by the SOEHD includes the four dimensions of 1) philosophical and ideological; 2) cognitive and reflective; 3) integration and application 4) Diversity; and 5) leadership and administrative.

1. *Philosophical and ideological*: The objective for many school counselors is to maximize the potential of each child involved in an educational setting. School counselors are supported through the American School Counselor Association (ASCA) a national organization which offers professional development opportunities, telecommunications and a distribution of professional journals and newsletters. A basic philosophy of the school counselor is to make certain that a comprehensive guidance program is available for the needs of students. The ideal counselor will be well versed in counseling, consulting, coordinating & appraising services for students, parents, and teachers. The ideal counselor will also be an information & referral source for career development, life planning, and recognition of current life issues.

2. *Cognitive and Reflective*: The cognitive portion of this course focuses on the student becoming knowledgeable with regard to the functions of the school counselor both from a theoretical as well as a practical, creative approach. The reflective part of the course will support the need for relationships with educators and leaders in the community at large. These relationships will include all levels of education from kindergarten through the high school graduate. One aspect of the school counselor is to be able to listen to others and to be able to reflect back to the client those views which are openly expressed. In the school counseling profession the issue of the reflective point of view is an important cornerstone of success.

3. *Integration and Application*: Materials presented in this course will provide the means for the counselor to be able to begin to integrate services provided by the school to the students, teachers, parents as well as the community at large. The school counselor needs to be able to integrate those services in such a manner so as to be able to represent many diverse groups of people. Materials will be used to present the role and function of a school counselor from the elementary to the high school level. The application of these materials will consist of the methods and means used to portray a comprehensive guidance program for school development. The application of materials will assist the counselor in being able to be cognizant of historical issues, current trends, and anticipated future scenarios. It is recognized in the offering of this course that traditional functions may be challenged and the application of new ideas and new materials may become the cornerstone of this course. Ethical and legal standards will be discussed throughout the course.

4. *Cultural Diversity in Organization of Counseling Services*: A major theme established through the SOEHD for course offerings have been the idea of "Making a Diverse Society". This theme has been incorporated throughout this course to demonstrate the recognition of diversity associated with the development of youth in America. The American School Counseling Association recognizes that cultural diversities contain important factors deserving increased awareness and understanding on the part of all professional personnel in counseling. This course is designed to take into account the diversity of culture in the schools of California and to assure that students and clients of culturally diverse backgrounds will receive services and opportunities that will promote maximum development. The recognition of children emerging from many different backgrounds will be recognized and followed as a part of the total course and will not be limited to just one chapter or one lecture. Whatever is presented and discussed will have as its base, diversity.

5. *Leadership development in the Counseling profession*: Increasingly, school counselors are being asked and expected to provide leadership on the school campus. In parent-teacher conferences, I.E.P.'s, workshops, in-services, and Student Assistance Programs, to name a few, school counselors are being relied

upon to assume the role of leader. As a result, effective leadership principles, qualities, and styles (i.e., initiative, public speaking, leading groups, listening skills, problem solving, planning, resource acquisition and management) are discussed, and applied in activities throughout the course. CTC 10 Introduce

6. Administrative role in school counseling: As the challenges of counseling in public schools increase, the administrative responsibilities that counselors are being required to handle are also increasing. The management of resources, human and capital, has long been an administrative role in organizations. Increasingly, due to the large amount of resources available to the helping professions, school counselors are being required to become administratively competent. Competence in researching and managing resources that enable clients to solve problems is a requisite skill for school counselors. Resources ranging from public and private grant funding for program development, mental and social health programs, local, regional, and national laws relating to counseling must be managed to provide preventative counseling services. Through readings and activities, this class will keep abreast of the far-reaching aspects of the administrative role of school counselors.

Course objectives

Objective 1: Familiar with major philosophical and theoretical approaches to coordinating and supervising of counseling programs at elementary, middle and high school levels. CTC 4, CTC 12 Introduce, CTC 17 Introduce, CTC 21 Introduce, CTC 22 Introduce, 23

Objective 2: Able to discuss the role of the counselor as it relates to students, teachers, parents, administrators, and the community. CTC 17 Introduce

Objective 3: Able to identify ways a counselor provides counseling services to students including individual counseling, classroom guidance, responsive support services. CTC 5 Introduce, CTC 17 Introduce, CTC 19 Introduce, 23, CTC 24 Practice

Objective 4: Able to review methods of evaluating school counseling programs, through approved research procedures. CTC 4, CTC 12 Practice, CTC 17 Introduce, CTC 22 Introduce

Objective 5: Familiar with ways of coordinating and developing counseling services in a school setting including how school professionals work together, increasing counseling services to pupils, working with paraprofessionals and volunteers in program planning. CTC 13, 16, 22, CTC 26 Practice, 27 Introduce

Objective 6: Able to develop and implement plans directed at affecting school climate by bringing about change in an organization or with an individual(s) within an organization. CTC 4 Practice, CTC 8 Practice, CTC 9 Introduce

Objective 7: Aware of leadership skills in organizational and administrative aspects of school counseling services. CTC 12 Introduce

Objective 8: Familiar with relevant laws pertaining to students in a school setting, including compliance for PPS programs. CTC 6 Practice

Objective 9: Familiar with legal aspects affecting school counseling programs as stated in the California Education Code along with guidelines for implementing the laws. CTC 27 Introduce

Objective 10: Able to promote the use of ethical standards and procedures in working with pupils who come from different socio-economic, racial, and social backgrounds. CTC 2 Introduce, CTC 3 Assess, CTC 6 Assess

Assignment

Candidates will write a research paper on successful programs. CTC 29 Practice

CTC 9 Introduce, CTC 14 Practice, CTC 22 Practice, CTC 25 Practice

This course covers topics that include:

- Working with Students in a Crisis;
- Working with Non-college Bound Students;
- Working with Students who are the Victims of Violence;
- Working with Exceptional Students in the School Setting.

CTC 17 Introduce, CTC 25 Introduce

In the updated syllabus for Coun 241, the history of school counseling, philosophy or current trends in the field are addressed through a series of topics included in its course schedule:

- a. Counseling Philosophy
- b. The Role and Function of a School Counselor
- c. Counselor as Leader
- d. A School Counseling Program

Candidates taking Coun 241 are assigned into groups. Each group will present on a topic. The topics include: historical issues, current trends, and anticipated future scenarios related to school counseling.

Coun 241 also requires candidates to compile their own professional portfolio by organizing information about their educational/counseling experiences and achievements. Their portfolio includes the following statements about their counseling philosophy, education philosophy, and leadership philosophy as well as their counseling experiences.

In the updated syllabus for Coun 241, the following topics pertinent to the understanding and evaluation of school counseling programs are included in the course schedule:

- a. National School Counseling Standards
- b. A School Counseling Program
- c. The Counseling Program and Student Achievement/California Standards Test

Candidates taking Coun 241 are assigned into groups. Each group will present on a topic. The topics include: program evaluation.

CTC 18 Practice

Coun 241 requires candidates to visit with a school counselor and submit a written report including the following items: professional preparation, length of experience in the position of a school counselor and in the field of education, job description, challenges and sources of joy in this profession.

CTC 22 Practice, CTC 25 Introduce, CTC 29 Introduce

Readings and class activities of Coun 241 are designed to cover the following:

- a. Effective leadership principles, qualities, and styles (i.e., initiative, public speaking, leading groups, listening skills, problem solving, planning, resource acquisition and management
- b. The management of resources, human and capital
- c. Competence in researching and managing resources that enable clients to solve problems.
- d. The management of resources ranging from public and private grant funding for program development, mental and social health programs, to local, regional, and national laws relating to counseling to provide preventative counseling services

Class topics include:

- a. The Administrative Role in School Counseling
- b. Counselor as Leader

CTC 26

In the updated syllabus for Coun 241, the knowledge base for this course includes the area of Leadership development in the Counseling profession. This area specifically addresses the importance of school counselors working with adults involved in assisting students through direct services and program planning. The leadership role of school counselors in parent-teacher conferences, I.E.P.'s, workshops, inservices, and Student Assistance Programs and leadership principles, qualities, and styles are discussed, and applied in activities throughout the course.

Topics covered in its course schedule includes: Counseling philosophy, National School Counseling Standards, A school counseling program, The Administrative role in school counseling, Counselor as Leader, Being a counselor, and The role and function of a school counselor.

CTC 4 Practice, CTC 25 Introduce, CTC 28 Introduce

Administrative Role in School Counseling is included under the section in knowledge base. Knowledge and skills pertaining to the administrative role of school counselors in program development are covered through class discussion and activities throughout the course.

Candidates are required to write research papers to report on successful programs, and critically analyze and evaluate programs or review literature on leadership styles, skills, and roles, and adapt them to the professional school counselor.

Candidates are also required to make a group presentation on a topic relevant to leadership, program evaluation, student achievement, historical issues, current trends, and anticipated future scenarios related to school counseling.

Topics relating to organizational systems and program development covered in the course schedule include: National School Counseling Standards, A School Counseling Program, Counselor as Leader, and the Counseling Program and Student Achievement.

Candidate Professional Dispositions

The Kremen School of Education and Human Development professional education unit fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities

<i>Disposition</i>	<i>Dispositional Objectives</i>	<i>Course Objectives</i>	<i>Assessment Measures</i>
<i>Reflection</i>	Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.	Familiar with major philosophical and theoretical approaches to coordinating and supervising of counseling programs at elementary, middle and high school levels (CTC 2, Introduce, CTC 12 Practice, CTC 21 Introduce).	Group Presentation Research Paper Partner Presentation Participation
		Able to discuss the role of the counselor as it relates to students, teachers parents, administrators and the community (CTC 18 Introduce)	
		Aware of leadership skills in organizational and administrative aspects of school counseling services (CTC 12 Introduce).	
<i>Critical thinking</i>	Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.	Able to identify ways a counselor provides counseling services to students including individual counseling, classroom guidance, responsive support services (CTC 5 Introduce, CTC 10 Introduce, CTC 13 Introduce, CTC 19 Introduce, CTC 23 Introduce, CTC 24 Practice, CTC 25 Introduce).	Research Paper Partner Presentation Participation Midterm and Final Exams
		Able to review methods of evaluating school counseling programs, through approved research procedures.	
<i>Professional ethics</i>	Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on	Familiar with relevant laws pertaining to students in the a school setting including compliance for PPS	Professional Portfolio Counseling Philosophy

	reflection and results in professional action.	<p>programs (CTC 6 Practice, CTC 18 Assess).</p> <p>Familiar with legal aspects affecting school counseling programs as stated in the California Education Code along with guidelines for implementing the laws (CTC 17 Introduce).</p> <p>Able to develop and implement plans directed at affecting school climate by bringing about change in an organization or with an individual(s) within an organization (CTC 8 Introduce, CTC 9 Introduce, CTC 23 Practice).</p>	<p>Participation</p> <p>Ethical Standards Review</p>
<i>Valuing diversity</i>	<p>Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity..</p>	<p>Able to promote the use of ethical standards and procedures in working with pupils who come from different socio-economic, racial, and social backgrounds (CTC 2 Introduce, CTC 3 Introduce, CTC 18 Introduce).</p>	<p>Research Paper</p> <p>Partner Presentation</p> <p>Participation</p>
<i>Collaboration</i>	<p>Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.</p>	<p>Familiar with ways of coordinating and developing counseling services in a school setting including how school professionals work together, increasing counseling services to pupils, working with paraprofessionals and volunteers in program planning (CTC 13 Practice, CTC 26 Introduce, CTC 27 Introduce, CTC 28 Practice).</p>	<p>Group Presentation</p> <p>Partner Presentation</p> <p>School Counselor Interview</p> <p>Participation</p>

Life-long learning

Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

Apply principles and concepts presented in class to personal development.

Professional Portfolio
School Counselor Interview

Additional Course topics will include:

1. Components of comprehensive school counseling programs. CTC 9 Introduce
2. Ideas & strategies to integrate school counseling with the overall school mission.
3. The relationship of the counselor to teachers, administrators, and the community. CTC 10 Introduce
4. The challenge of paperwork in counseling.
5. Scheduling courses and making schedule changes for students.
6. How counselors identify and work with the curriculum in schools.
7. Working with students in a crisis.
8. Working with exceptional students in the school setting.
9. Working with non-college bound students.
10. Working with at-risk students.
11. Working with students who are the victims of violence. CTC 9 Practice
12. The use of individual and group counseling.
13. Maintenance of National Standards in a counseling program
14. Related topics will be welcomed throughout our discussion and reading.

Modes of instruction

The following modes of instruction will be utilized:

1. Lecture and discussion
2. Small group discussion/activity
3. Large group discussion/activity
4. Student presentations
5. Multimedia, as appropriate

Online Course Expectations

Students will be expected to spend an hour completing the assigned readings prior to class as well as spend an hour listening to the pre-recorded PPT lecture posted on Canvas. At our assigned class time (Wednesday at 4pm) we will spend an hour on zoom in discussion/activity and reflection. Zoom code and password will be posted on the Announcement Page of Canvas. Students will be required in zoom to have their cameras on and participate in all zoom discussions.

Evaluation: Grades will be distributed according to the following scale and will be based on the course requirements that follow:

- 90% and above = A
- 80% - less than 90% = B
- 70% - less than 80% = C
- 60% - less than 70% = D
- Less than 60% = F

Criteria.....	Total Points
Examinations	200 points (100 points for each exam)
School Counselor Interview Write-up	50 points
Research Paper	100 points
Professional E-Portfolio	50 points
Partner Presentation	100 points
Participation	100 points
Total.....	600 points

Course requirements

1. Exams (2 exams, 100 points for each): 10/14 and 12/16

We will have two (2) online exams, a midterm and final. They will be comprehensive exams covering class material and assigned readings. The exams will be designed to allow you to demonstrate your learning through analyses, syntheses, and evaluation of course materials. You will receive the questions approximately 2 weeks before each exam in order to adequately prepare.

2. Research paper (100 points) and School Counselor Interview (50 points): 11/18

Your paper is an opportunity to research a school counseling issue. You will be given a topic at random.

- a. Papers will include two parts: A school counselor interview and literature review. You will then critically analyze, synthesize, and evaluate your research. You should be able to make your own conclusion and implications for school counseling based on your interview and literature review.
- b. This paper is intended to be helpful in your professional development and will be directly related to the course content.
- c. The paper will be a minimum of **5 pages of text**, double-spaced typed, and APA style & format. Use only **(3) articles published in referred journals** (no textbooks or website resources).
- d. Please edit for grammar and spelling. Be sure to cite your resources within your paper.
- e. A rubric will be given and more detailed directions to aid you with this paper.
- f. Your paper will be uploaded through Canvas Turn-It-In.

3. Electronic Professional Portfolio (50 points): 12/9

Each student will organize information related to educational/counseling experiences and achievements. Your eportfolio **must** contain 1) your resume, 2) counseling philosophy, 3) core curriculum Action Plan, 4) diplomas, certificates of completion/participation or transcripts and 5) include one or more of the following: letters of recommendation, awards, abstracts of papers, projects completed in courses thus far, pictures, etc. All documents will need to be uploaded to Canvas. Grading will be based on content, organization and professionalism.

4. Core Curriculum Presentation (100 points): 11/4, 11/18, & 12/2

Each student will prepare a classroom, core curriculum for K-12 students and review the documents he/she has created in a zoom presentation to the class. The presentation will be approximately 20-25 minutes in length. An "Action Plan" and Lesson Plan will be created and will provide objectives (specific information, behaviors and skills to be learned), instructional activities (activities with instructions and materials needed), and evaluation (pre-post test for assessing outcomes). Presentation documents will need to be posted on Canvas. Half of the grade will be based on instructor evaluation of required documents for the presentation (i.e. Lesson Plan, Action Plan, Pre/Post Test, Presentation Slides/Activities, Teaching/Knowledge) and the other half of the grade will be based on the evaluation score from peers. Each presentation will receive constructive feedback from peers and instructor. CTC 24 Assess

5. Participation (weekly)(100 points):

At the end of every zoom meeting you will be given a prompt (school counselor interview question), related to the evening course discussion, weekly readings and PPT lesson. You will type and submit a quick response on canvas at the end of class. Each quick response collected will earn you 10 participation points. The interview questions will be practice for your final.

Late work will not be accepted. In case of urgent personal emergencies, the instructor should be contacted as soon as possible to discuss alternative arrangements. Please note, computer and work related difficulties or other assignment conflicts are not considered personal emergencies: Plan accordingly!!

GENERAL UNIVERSITY POLICIES

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

Contact information for chair or dean - (This addition will provide students with contact information for each faculty member's chair or the dean in the case of a chair who is teaching to ensure that students know the next contact level beyond the faculty member if they need assistance with a concern that they are unable to address satisfactorily with the faculty member directly. This will put the student on a direct path for assistance with any issue and allow the chair to work with the faculty member and the student immediately to attempt to resolve the matter. If the issue relates to Title IX or Discrimination, Harassment or Retaliation allegations, those issues will be reported to the appropriate office as mandated by Executive Orders.)

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

Jenelle S. Pitt, Ph.D., Chair of the Department of Counselor Education and Rehabilitation
Office Phone: (559) 278-0304/Email: jepitt@mail.fresnostate.edu

Please go to the following link to all those policies:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Counselor education students are evaluated throughout their time in the program. Any faculty member may present concerns regarding a student's academic progress, dispositional characteristics, emotional stability, and professional fit to the Clinical Review Committee at any time during the student's tenure in the program. Please see the program handbook for additional information regarding the Clinical Review process.

Health Screening:

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus

CLASS SCHEDULE

Date	Topic(s)	Readings	Assignments Due
Aug 19th	Introductions & Syllabus		
Aug 26th	School counselor's role & identity Historical and current trends	Ch. 1 & 3	
Sept 2nd	ASCA National Standards and Model for school counseling programs	Ch. 2 http://schoolcounselor.org (school counselors & members 7 ASCA national model)	<u>Counseling Philosophy Rough Draft</u>
Sept 9th	Data and Accountability CTC 15 Introduce	Ch. 4 & 5	
Sept 16th	Essential counseling services	Ch. 6 & 13	
Sept 23rd	Developing Core Curriculum & Action Plans-Partner Work	Ch. 10	
Sept 30th	Academic & Career Development Consultation & Collaboration Services CTC 20 Introduce, CTC 23 Introduce, CTC 29 Introduce	Ch. 11, 12, & 14	
Oct 7th	Working with diverse populations Leadership and Advocacy	Ch. 8 & 9	
Oct 14th	<u>MIDTERM</u>		
Oct 21st	Counseling youth at-risk Crisis Intervention School Counseling Ethics	Ch. 15 & 7	
Oct 28th	Counseling students with disabilities and mental health issues	Ch. 16 & 17	
Nov 4th	<i>Core Curriculum Presentations</i>		
Nov 11th	No Class -Veterans Day		
Nov 18th	<i>Core Curriculum Presentations</i>		<u>Research Paper & School Counselor Interview Write-up Due</u>
Nov 25th	No Class -TG Break		
Dec 2nd	<i>Core Curriculum Presentations</i>		
Dec 9th	Final Assignment		<u>Electronic Portfolio Due</u>
Dec 16th	<u>FINAL DUE</u>		

****This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.**