**Course Information**

Title: Advanced School Counseling  
SAC (Subject Area Code) & Number: CED 7115  
Section:  
Semester/Year:  
Division: Theoretical & Behavioral Foundations  
Class location:  
Class time:  
Credit Hours: 3  
Class Type: Lecture

**Faculty Contact Information**

Name:  
Office Address:  
Office Hours:  
Telephone:  
E-mail Address:

**Official Bulletin Description**

Advanced principles and practices of counseling, consulting, and collaboration in the P-12 school setting including holistic approaches to facilitating student growth, development, and self-awareness as well as advanced ethical decision-making.

**Course Goal**

The learner will develop an understanding of advanced principles and practices of counseling and consultation in school settings. The course will also address the competencies in the areas of foundations, counseling, prevention and intervention, diversity and advocacy, assessment, research and evaluation, academic development, collaboration and consultation, and leadership.
Course Learning Outcomes

<table>
<thead>
<tr>
<th>2016 CACREP STANDARDS</th>
<th>LEARNING OUTCOMES</th>
<th>WEEKS</th>
<th>MEASURED WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.G.2.j</td>
<td>1) Describe the concept of advanced cultural competence, knowledge, awareness and understanding specific to the school counseling.</td>
<td>4,5,6,7</td>
<td>Presentation Assignment</td>
</tr>
<tr>
<td>2.F.8.j 5.G.2.n,m</td>
<td>2) Identify and describe the ethical decision-making process in school counseling.</td>
<td>1,3,8,9,10</td>
<td>Presentation Assignment</td>
</tr>
<tr>
<td>5.G.3.1</td>
<td>3) Describe and identify major issues related to relevant school counseling topics (bullying, response-to-intervention, etc.).</td>
<td>2,11,12,13,14</td>
<td>Final Exam paper</td>
</tr>
</tbody>
</table>

Course Materials

Required Textbooks


Journal Articles

- Journal Articles for the weekly topic will be provided in-class or online.

Other (available online)

- ASCA Position Statements
- Matt’s Safe School Law (Anti-Bullying Law in Michigan)
- ASCA Ethical Standards
- ACA Code of Ethics

Assessment of Student Performance
Weekly Assignments  15 pts  
Presentation           35 pts  
Final Exam             50 pts  
Total                   100 pts

**Course Assignments and Exams**

Late assignments are not accepted unless arrangements are made prior to the due date with instructor. Incomplete grades will only be given under extreme circumstances.

**Weekly Assignments [15 Points Possible]**
Assigned readings should be completed prior to each class session, all class sessions must be attended in their entirety, and all assignments should be completed on time. Please sign in on the attendance sheet each week; this is how participation points will be monitored. If you miss more than one class, your participation points could be significantly impacted. There will be a total of 9 assignments within these 15 points.

**Presentation [35 Points Possible]**
You will make a 30-minute presentation on a topic relevant to multicultural competence and/or ethical/legal issues that may face a school counselor. More details about this assignment and a grading rubric will be provided.

**Final Exam Paper [50 Points Possible]**
Select a topic examined in this course (different than you chose for your presentation assignment). Write a 10-page research paper, not including reference and title pages. Use separate headings to organize your paper. Remember, this is a research paper, so it is necessary to cite your sources. The paper should be written based on the guidelines provided in the *APA Publication Manual (6th edition)*. A grading rubric will be provided.

**Writing Resources:**
- WSU Writing Center:  http://www.english.wayne.edu/writing/
- Purdue Owl:  http://owl.english.purdue.edu/owl/section/2/10/

**Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74%</td>
</tr>
</tbody>
</table>

Grading polices for tests, assignments, and attendance: Rubrics will be available for assignments via Canvas.
Class Policies

1. Attendance at all scheduled classes is mandatory. Since this is an on-line course, attendance will be considered as a part of submitting assignments on time, as well as participation in Canvas discussions.
2. Late assignments are not accepted unless arrangements are made prior to the due date with instructor.
3. All papers are to be submitted in APA format only.

Wayne State University Policies

Religious Holidays (from the online Academic Calendar)

- Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services (edited statement from the SDS web site):

- If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)

- Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct:
• Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.
• **Cheating:** Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a “cheat sheet” during an exam.
• **Fabrication:** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
• **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
• **College of Education policy on plagiarism:** The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
• **Other** forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

**Course Drops and Withdrawals**

• In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because
withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/Withdrawing_From_a_Course.php

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at http://library.wayne.edu/consult

Class Recordings

- Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student’s personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (coe.wayne.edu/tbf/counseling/center-index.php). Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do—for yourself, and for those you care about. Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Online Course Policies
As a Hybrid, this course will meet on campus every other week, the alternate weeks will be online. You will need to be able to access Canvas for online assignments.
SECTION 1: COURSE OVERVIEW

Week 1 -
- Introductions
- Syllabus
- Sign-up for Presentations and explain online format of Presentations
- Explain interview assignment
- Overview of Ethics (ASCA, ACA)
- Explore ASCA Position Statements

Week 2 –
- School Counselors at work assignment (DPS and Suburban School Counselors discuss their roles; realities and limitations)
- Submit interview results as well as presentation and paper topics

Week 3 –
- ACA Code of Ethics
- Ethical Vignettes

SECTION 2: CULTURAL COMPETENCE IN SCHOOL COUNSELING

Making Diversity Work: Creating Culturally Competent School Counseling Programs, (Grothaus & Johnson, 2012)

Week 4 –
- Grothaus & Johnson, Chapters 1, 2, & 3
  Topics: Making Diversity Work; Constructing a Culturally Alert Foundation; and Leading the Way

Week 5 –
- Grothaus & Johnson, Chapters 4, 5, & 6
  Topics: Multiculturally Responsive Management; Advocacy, Actions & Attitudes; and Delivering for Diverse Stakeholders

Week 6 –
- Grothaus & Johnson, Chapters 7 & 8
  Topics: Culturally Competent and Accountability

Week 7 –
- Grothaus & Johnson, Chapters 9 & 10
  Topics: Systemic Change for the Better and Creating Culturally Competent School Counseling Programs

SECTION 3: ETHICAL & LEGAL ISSUES IN SCHOOL COUNSELING

School Counseling Principles: Ethics & Law, 4th Ed. (Stone 2017)

Week 8 –
- ASCA Ethical Standards for School Counselors
- Stone, Chapters 1 & 2
Introduction, Professionalism

**Week 9 –**
- FERPA
- Stone, Chapters 4, 6, 7
  - FERPA, Obligations to Court, Child Abuse & Reporting

**Week 10 –**
- Stone 8, 9, 11
  - Sexual Harassment
  - Individual & Group Counseling

### SECTION 4: RELEVANT ISSUES IN SCHOOL COUNSELING
*Journal Articles listed below*

**Week 11 –**
*Bullying, Cyber-bullying*
- Journal Articles will be provided online

**Week 12 –**
*Response to Intervention*
- Journal Articles will be provided online

*Peer Helping*
- Journal Articles will be provided online
- Weekly Assignment (Peer Mentoring)

**Week 13 –**
*Future of School Counseling & School Counselor/Principal Partnership*
- Journal Articles will be provided online

**Week 14 –**
*Future of School Counseling & School Counselor/Principal Partnership*
- Journal Articles will be provided online
- Stone Chapter 4 - Ethics Advocacy
- Class Evaluations

**Week 15 – December 13**
- Final Exam, Per WSU Academic Calendar

*Instructor reserves to right to amend syllabus.*

*Students are responsible for reading all materials, even if not covered directly in class.*