

**CO 5030 Foundations of School Counseling  
SPRING 2021**

Tuesdays, 6:30–9pm (see “Course Schedule”)

Saturday, March 20 (9am-5pm)

Saturday, April 17 (9am-5pm)

**Online Synchronous**

**3 Credits**

**Zoom link for all class meetings:** <https://plymouthstate.zoom.us/j/83586152484>

**Instructor Information**

**Instructor:** Dr. Robin Hausheer

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**Office:** Samuel Read Hall, 306

**Office Hours:**

Tuesdays 2:00-3:00pm;

Thursdays 11:00am-12:00pm

*Or by appointment\**

**Course Description**

This course is designed to explore the school counselor's role. Specific emphasis is placed upon developing and organizing guidance and counseling programs that meet the diverse needs of children and adolescents.

**Content Areas**

- Comprehensive School Counseling Programs and the ASCA National Model
- Developing a Professional School Counselor Identity
- History and Philosophy of School Counseling
- School Counselor Role and Functions
- Legal and Ethical Issues
- Leadership and Advocacy

**Course Objectives:** Candidates will know or be able to do the following:

1. Design and implement a National Model-like school counseling program. (Scholarship & Application)
2. Analyze school counseling programs in relation to comprehensive models. (Scholarship & Application)
3. Describe the current history, research, and trends related to professional school counseling. (Scholarship & Application)
4. Observe how school systems work to facilitate students' academic, career and social/emotional development. (Reflection & Innovation)
5. Analyze a school's climate. (Scholarship & Application)
6. Explain how a school counseling program's goals, objectives, and philosophical tenets can be integrated into the school curriculum. (Professionalism & Service)
7. Be knowledgeable of the ethical codes of ASCA and be able to effectively address legal/ethical issues and dilemmas. (Professionalism & Service)
8. Knowledge about the use of data to inform the design and evaluation of school counseling programs. (Reflection & Innovation)

9. Knowledge about leadership and advocacy in school counseling. (Professionalism & Service)

**Required Texts**

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

Erford, B. T. (2019). *Transforming the school counseling profession (5<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson.

**Required Reading** available from Lamson Library on-line full text:

DeVoogd, K., Lane-Garon, P., & Kralowec, C. A. (2016). Direct instruction and guided practice matter in conflict resolution and social-emotional learning. *Conflict Resolution Quarterly*, 33(3), 279-296.

Edwin, M., & Hussman, M. D. (2020). Factors influencing school counselors' time spent on career planning with high school students. *Professional School Counseling*, 23(1), 1-11.

Goodman-Scott, E., & Betters-Bubon, J. (2015). Aligning comprehensive school counseling programs and positive behavior interventions and supports to maximize school counselors' efforts. *Professional School Counseling*, 19(1), 57-67.

Kaffenberger, C., & Kuranz, M. (2015). 10 tips for SMART goals. *ASCA School Counseling*, 53(1), 28-31 (Available through ASCA website; Sept/Oct 2015 issue).

Karcher, M. J. (2008). The cross-age mentoring program: A developmental intervention for promoting students' connectedness across grade levels. *Professional School Counseling*, 12(2), 137-143.

Schellenberg, R. C., Parks-Savage, A., & Rehfuss, M. (2007). Reducing levels of elementary school violence with peer mediation. *Professional School Counseling*, 10(5), 475-481.

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.

**Additional Readings (available on Moodle)**

ASCA (2003). *Taking Your School's Temperature: How School Climate Affects Students And Staff*. Alexandria, VA: Author.

CompetencyWorks (2012). *What Is Competency-Based Education?* Retrieved from:  
<https://www.competencyworks.org/about/competency-education/>

The College Board (2012). *Elementary School Counselor's Guide: NOSCA's Eight Components of College and Career Readiness Counseling*. New York, NY: Author.

The College Board (2012). *Middle School Counselor's Guide: NOSCA's Eight Components of College and Career Readiness Counseling*. New York, NY: Author.

The College Board (2011). *High School Counselor's Guide: NOSCA's Eight Components of College and Career Readiness Counseling*. New York, NY: Author.

### **Assignments**

Please Note: All assignments must be completed in APA style as appropriate.

- I. **Ethical Case Study:** Students will use an ethical decision-making model and the ASCA Ethical Standards for School Counselors to address the instructor-provided case study available on the course Moodle page. Students will identify what ethical issues exist that the school counselor needs to consider, including how to respond to the situation. Be sure to include any legal considerations that need to be explored when addressing the case. Papers should not exceed 8 double-spaced pages in length (not including title and reference pages). Use 12-point Times New Roman font and follow APA style/formatting. **Ethical Case Study Paper due: 3/16/2021 by 6pm.** Name your file **Lastname-Firstname-Ethical Case Study**. Please include the grading rubric at the end of your paper. *(24 pts possible)*

*(Assesses CACREP SC 5.G.2.n)*

- II. **History, Development and Advocacy Demonstration:** Using the Erford text, readings, and additional resources, students will work with a partner to present on a historical event that significantly impacted the development of school counseling. This event will be one that has been pivotal in shaping the profession into what it has become today. Reviewing the current state of the profession, students will also present one current trend in school counseling that they believe is critical for school counselors to advocate for on behalf of the profession's future development. Students provide a 10-minute presentation about their perspectives in class using a creative format other than PowerPoint. This can include, but is not limited to video, posters, art mediums, audio recordings (**PowerPoints will not be accepted**). On the day of presentation students will submit to the instructor an electronic copy of references used in their presentation (upload to Moodle dropbox). Reference sheet must be in 12-pt Times New Roman font and follow APA style. Please include the grading rubric at the end of your reference sheet. **In-class presentations will take place on 3/20/2021 (16 pts possible)**

*(Assesses CACREP Standards SC 5.G.1.a; SC 5.G.2.f)*

- III. **Pre-practicum:** 10 hours of field experience to include discussions with school counselors, students (if allowable during the pandemic), teachers, school psychologists, social workers, administrators, and other support personnel. Due to the pandemic, students may conduct interviews with the school counselor and other school personnel and stakeholders virtually and/or via phone. If allowed by the school and school district, students can conduct the field experience in person at the school.

- Observe school counselor roles and functions
- Learn about school counselor professional identity and school counselor relationships with other professionals and support personnel
- Learn about school counselor leadership
- Observe and learn about school climate and its effects on equity and multicultural populations
- Investigate all aspects of the comprehensive school counseling program at the school

Signed pre-practicum contracts must be submitted by **2/16/2021 at the beginning of class**. Following the completion of the pre-practicum experience, write an 8-10 page double-spaced paper maximum (exclusive of title, rubric, appendix, and reference pages). In this paper, discuss through a critical analysis the following areas:

1. **School Counselor Roles and Functions:** The professional identity of the school counselor. The school counselor's role as leader, advocate, and systems change agent. The degree to which the school counseling program aligns with the ASCA national model. Include a discussion about the degree to which data are used from school-based information to improve student outcomes; the degree of integration of the school counseling vision, mission and program into the total school vision, mission and curriculum; and the use of curriculum action plans and master calendars; and program and counselor evaluations. Compare and contrast this with what you learned in class and in the readings.
2. **Collaboration and Consultation:** The model of school-based collaboration and consultation. Compare and contrast this with what you learned in class and in the readings.
3. **College and Career Readiness:** The school counselor's roles in relation to college and career readiness. The extent to which the school counseling program addresses career development? What interventions are in place to promote college and career readiness? What strategies are in place to promote equity in student achievement and college readiness? Compare and contrast this with what you learned in class and in the readings.
4. **Leadership and Multidisciplinary Teams:** The school counselor's roles in school leadership and multidisciplinary teams. Compare and contrast this with what you learned in class and in the readings.
5. **Leadership in Schools:** The school counselor's qualities and style of effective leadership in schools. Discuss how the school counselor's leadership style aligns with that of the administration, teachers, staff. Include a discussion about the school's leadership and climate. How do policies, programs and services seem to affect traditionally under-resourced students? From what you have learned in class and in your reading (including *Taking Your School's Temperature* [see additional readings section in syllabus]), what kind of leadership and advocacy might be called

for to improve the climate? Compare and contrast these areas with what you learned in class and in the readings.

6. Attach an appendix in which you list what you did during the prepracticum experience (no names, please).

It is the **student's responsibility** to ask the supervisor to email the instructor a **confirmatory statement** from his, her, or their work email attesting to completion of hours.

Prepracticum Experience Paper **due via Moodle by 6pm on 4/6/2021**. Extensions available by request: Speak with instructor at least a week in advance. Name your file **Lastname-Firstname-Prepracticum Experience**. Please include the grading rubric at the end of your paper. *(44 pts possible)*

*(Assesses CACREP Standards: SC 5.G.1.d; SC 5.G.2.a; SC 5.G.2.c; SC 5.G.2.d; SC 5.G.2.j; SC 5.G.3.j; SC 5.G.3.k; SC 5.G.3.l)*

#### **IV. Vision-Mission Statements, School Counseling Data Profile, Year-Long Calendar, and Curriculum Action Plan**

- Working in teams of two or three, choose a level of education (elementary [either K-2 or 3-5], middle [6-8] or high school [9-12]) and create four documents: 1) school counseling vision and mission statements; 2) school data profile; 3) year-long school counseling calendar; and 4) curriculum action plan that meets the comprehensive needs of the students in a school of your choice (real or fictional [note: see Moodle for links to NH school district demographic data]). **See ASCA National Model template and Moodle for examples.**
- **School Counseling Vision and Mission Statements:**
  - Write two separate statements: 1) the vision statement of your school counseling program; 2) the mission statement of your school counseling program. Both statements should align with your school's vision and mission statements and those of your school district. Furthermore, both statements should represent the values of your school counseling program. See pp.30-31 in the ASCA National Model text.
- **School Data Profile:**
  - Write a one-page double-spaced overview of data elements of your school. Students will use the School Data Summary and Template found in the ASCA National Model text (pp.33-34) to help guide the development of the profile. From this data students will identify 3 goals for the school counseling core curriculum that will target the needs of students.
- **Year-Long School Counseling Calendar:**
  - Organize the yearly school counseling calendar using the ASCA National Model Annual Calendar Template (**See p.70 in ASCA text**). Be sure the calendar reflects best practices in a comprehensive school counseling program. Regardless of the grade levels chosen, the calendar

should be thorough, taking into consideration best practices in school counseling. Each month of the yearly calendar must reflect each of the four ASCA components (define; manage; deliver; assess).

- **Curriculum Action Plan:**

- Using the curriculum action plan template provided on the course Moodle page and the **3 goals** identified in the school data profile, students will address each of the three goals through the school counseling core curriculum lessons. Students must have a least one goal that addresses each of the three domains: college and career readiness, academic development, and social-emotional development. Be sure that the curriculum action plans reflect best practices in a comprehensive school counseling program. Regardless of the grade levels chosen, the curriculum action plan should be thorough (must include social-emotional, career, and academic domains) and include how the school counselor will organize, deliver, and evaluate college and career readiness counseling. Include a reference list for the curricula you plan to use (follow APA style/format).

- **Due via Moodle by 9am on 4/17/2021.** *Please submit only one file with all documents included. Only Word documents will be accepted.* Name your file: **Lastname-Firstname-Lastname-Firstname-Calendar and Curriculum Action Plan.** Please include grading rubric at the end of your document. *(28 pts possible)*

*(Assesses CACREP Standards: SC 5.G.1.b; SC 5.G.3.a; SC 5.G.3.b; SC 5.G.3.n; SC 5.G.3.o)*

**V. Annual Diversity Institute** - Attendance at the event is a mandatory requirement for all Counselor Education students. This year's Diversity Institute is **Saturday, April 10<sup>th</sup>**.

**VI. ASCA Membership** - Students are required to join the American School Counselor Association (ASCA) and subscribe to the ASCA Scene. This will be of great benefit to you throughout this course and the remainder of your program. You'll submit a copy of your student membership to the course instructor as proof of membership. Due before the last course meeting date—see calendar below.

**VII. Attendance, Professionalism, Preparation and Active Participation** (see rubric)

- Arrive to class on-time, actively participate in large and small group discussions, and be properly prepared. Have all of the reading done prior to class. Come to class with questions and notes from reading.
- Class attendance: Students who miss three classes will be asked to drop the course. As a result, students who miss a meeting will need to speak with the instructor to discuss continuance in the course.
- If you miss a class you are required to submit a one-page reflection paper about that week's course readings. The reflection is to be submitted directly to the instructor.

(24 pts possible)

**Evaluation Criteria:**

History, Development & Advocacy Presentation:	16 pts. possible
Ethical Case Study:	24 pts. possible
Pre-practicum Experience:	44 pts. possible
Mission, Vision Statement, Yearly Calendar & Curriculum Action Plan:	28 pts. possible
Attendance, Professionalism, Preparation, and Active Participation:	<u>24 pts. possible</u>
	136 total pts possible

**Grading Scale:**

A 100-95 (136-129 pts)	B+ 89-87 (121-118 pts)	C+ 79-77 (107-104 pts)
A- 94-90 (128-122 pts)	B 86-83 (117-112 pts)	C 76-73 (103-99 pts)
	B- 82-80 (111-108 pts)	C- 72-70 (98-95 pts)
		F 69 or below (94 pts. or less)

**TENTATIVE CLASS SCHEDULE**

<b>DATE</b>	<b>READINGS &amp; ASSIGNMENTS</b>
<b>2/2 – Class 1</b> Introduction, History & Philosophy of School Counseling,	<i>Read:</i> • <i>Erford Ch.1 (Becoming a Professional School Counselor)</i>
<b>2/9 – Class 2</b> ASCA National Model Overview: Define, Manage, Deliver, Assess	<i>Read:</i> • <i>Erford Ch. 2 (The ASCA National Model)</i> • <i>ASCA National Model: Preface, Introduction, Executive Summary</i> • <i>ASCA National Model: pp. 1-76 (Define and Manage)</i>
<b>2/16 - Class 3</b> ASCA: Beliefs, vision & mission statements, program goals	<i>Read</i> • <i>Erford Ch. 3 (Transformational Thinking in Today's Schools)</i> • <i>Erford: Ch. 4 (Systemic, Data-Driven School Counseling Practice &amp; Programming for Equity)</i> • <i>Young et al. (2013) article (PLC's)</i>  <b>Due: Signed pre-practicum contracts due at beginning of class</b>
<b>2/23 – No Class</b>	<b>No Class</b>
<b>3/2 – Class 4</b> Ethical and Legal Issues	<i>Read:</i> • <i>Erford Ch. 7 (Ethical, Legal, and Professional Issues in School Counseling)</i>

	<ul style="list-style-type: none"> <li>• <i>ASCA 2016 Ethical Standards for School Counselors</i></li> </ul>
<b>3/9 – Class 5</b> Cultural competence & advocacy	<i>Read:</i> <ul style="list-style-type: none"> <li>• <i>Erford: Ch. 8 &amp; 9 (Culturally Competent SC; Leadership &amp; Advocacy for Every Student’s Achievement &amp; Opportunity)</i></li> <li>• <i>ASCA National Model: Deliver &amp; Assess (p.77-114)</i></li> </ul>
<b>3/16 – Class 6</b> College and Career Readiness	<i>Read:</i> <ul style="list-style-type: none"> <li>• <i>Erford: Ch. 11 &amp; 12 (Academic K-12 Development and Planning or College and Career Readiness; Promoting Career and Individual Planning in Schools)</i></li> <li>• <i>Edwin &amp; Hussman (2020) article</i></li> </ul> <p><b><i>Due: Ethical Case Study by 6pm via Moodle</i></b></p>
<b>3/20 – Class 7 (Saturday, 9am to 5pm)</b>  ASCA Manage, Delivery & Assess: Assessments and Tools, including Year-long Calendars, Use of Data, and Curriculum Action Plans  <b><i>Guest Speaker Panel: School Counselors—ES, MS, HS</i></b>	<i>Read:</i> <ul style="list-style-type: none"> <li>• <i>Erford: Ch. 5 (Accountability: Assessing Needs, Determining Outcomes, &amp; Evaluating Programs)</i></li> <li>• <i>Kaffenberger &amp; Kuranz (2015) article</i></li> <li>• <i>Mindsets and Behaviors (available on ASCA website and Moodle)</i></li> <li>• <i>Reread ASCA National Model: Manage, pp.29-76</i></li> </ul> <p><b><i>Due: History, Development and Advocacy Presentations (submit copy of references via Moodle on day of presentation by 9am)</i></b></p>
<b>3/23 – No Class</b>	<b><i>No Class</i></b>
<b>3/30 – Class 8</b>  ASCA: Deliver & Assess The School Counseling Curriculum and Evidence-Based Practice Mindsets & Behavior Standards  Individual and Group Counseling	<i>Read:</i> <ul style="list-style-type: none"> <li>• <i>Erford: Ch. 10 &amp; 13 (Developmental Classroom Guidance; Counseling Individuals and Groups in Schools)</i></li> <li>• <i>Goodman-Scott &amp; Betters-Bubon (2015) article</i></li> </ul>



<p><b>4/6 – Class 9</b>          ASCA Assess: Accountability &amp; Program Evaluation</p> <p><b><i>School Counseling Vision and Mission Statements, and Calendar and Action Plan Workshop</i></b></p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• <i>Erford: Ch. 6 (Outcomes Research on SC Interventions &amp; Programs)</i></li> <li>• <i>Reread ASCA National Model: Deliver and Assess, pp.77-114</i></li> </ul> <p><b><i>Due: Pre-Practicum Experience Paper by 6 p.m. via Moodle</i></b></p>
<p><b>4/10 - DIVERSITY INSTITUTE</b></p>	<p><b>**MANDATORY ATTENDANCE FOR ALL CESP STUDENTS</b></p>
<p><b>4/13 – Class 10</b>          Peer Mediation, Tutoring, Mentoring</p> <p>Indirect Services, Systemic Approaches, Consultation and Collaboration</p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• <i>DeVoogd et al., (2016) article</i></li> <li>• <i>Karcher (2008) article</i></li> <li>• <i>Schellenberg (2007) article</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>Elementary School Counselor’s Guide</i></li> <li>• <i>Middle School Counselor’s Guide</i></li> <li>• <i>High School Counselor’s Guide</i></li> </ul>
<p><b>4/17 – Class 11 (Saturday, 9am to 5pm)</b>          Indirect Services; Leadership, Consultation, Collaboration, Advocacy</p> <p>Special Populations; Community-based resources</p> <p><b>New-to-the-Profession Panel</b>  <b>Discussion:</b> <i>Preparing for Your Future as a School Counselor</i></p>	<p><i>Read:</i></p> <ul style="list-style-type: none"> <li>• <i>Erford Ch. 14 &amp; 15 (Consultation, Collaboration, and Encouraging Parent Involvement; Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems)</i></li> <li>• <i>Erford Ch. 16 &amp; 17 (The Professional School Counselor &amp; Students w/Disabilities; Helping Students w/ Mental and Emotional Disorders)</i></li> </ul> <p><b><i>In Class:</i></b> In small groups, share your School Counseling Vision and Mission Statements, Calendar and Action Plan</p> <p><b><i>Due: School Counseling Vision and Mission Statements, Calendar, and Action Plan</i></b></p>

**2016 CACREP Standards Addressed by this Course  
 Key Performance Indicators and Specialty Standards**

Standard	Delivery Method	Assessed (A) or Covered (C)
<b><i>Key Performance Indicators</i></b>		

<i>School Counseling: CACREP SC 5.G.1.b models of school counseling programs</i>	Small group activities; Course discussions and activities; Pre-practicum experience	School Counseling Mission and Vision Statement, and Curriculum Action Plan & Calendar (A)
<b><i>CACREP 2016 Core Standards</i></b>		
Core 2.F.5.k. Strategies to promote client understanding of and access to a variety of community-based resources	Small group activities; Course discussions and activities	In-Class Activities (C)
<b><i>CACREP 2016 School Counseling Standards</i></b>		
<b>Foundation</b>		
SC 5.G.1.a: history and development of school counseling	Small group activities; Course discussions and activities	Development, History & Advocacy Presentation (A)
SC 5.G.1.b: models of school counseling programs	Small group activities; Course discussions and activities; Pre-practicum experience	School Counseling Mission and Vision Statement, and Curriculum Action Plan and Yearly Calendar (A)
SC 5.G.1.c: models of P-12 comprehensive career development	Small group activities; Course discussions and activities	In-Class Activities (C)
SC 5.G.1.d: models of school-based collaboration and consultation	Small group activities; Course discussions and activities; Pre-practicum experience	Pre-Practicum Experience (A)

<b>Contextual Dimensions</b>		
SC 5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools	Small group activities; Course discussions and activities; Pre-practicum experience	Pre-Practicum Experience (A)
SC 5.G.2.c: school counselor roles in relation to college and career readiness	Small group activities; Course discussions and activities; Pre-practicum experience	Pre-Practicum Experience (A)
SC 5.G.2.d: school counselor roles in school leadership and multidisciplinary teams	Small group activities; Course discussions and activities; Pre-practicum experience	Pre-Practicum Experience (A)
SC 5.G.2.f: competencies to advocate for school counseling roles	Small group activities; Course discussions and activities	History, Development & Advocacy Presentation (A)
SC 5.G.2.j: qualities and styles of effective leadership in schools	Small group activities; Course discussions and activities; Pre-practicum experience	Pre-Practicum Experience (A)
SC 5.G.2.n: legal and ethical considerations specific to school counseling	Small group activities; Course discussions and activities	Ethical Case Study (A)
<b>Practice</b>		
SC 5.G.3.a: development of school counseling program mission statements and objectives	Small group activities; Course	School Counseling Mission and

	discussions and activities; Pre-practicum experience	Vision Statement, and Curriculum Action Plan and Yearly Calendar (A)
SC 5.G.3.b: design and evaluation of school counseling programs	Small group activities; Course discussions and activities; Pre-practicum experience	School Counseling Mission and Vision Statement, and Curriculum Action Plan and Yearly Calendar (A)
SC 5.G.3.g: strategies to facilitate school and postsecondary transitions	Small group activities; Course discussions and activities	In-Class Activities (C)
SC 5.G.3.j: interventions to promote college and career readiness	Small group activities; Course discussions and activities	Pre-Practicum Experience (A)
SC 5.G.3.k: strategies to promote equity in student achievement and college access	Small group activities; Course discussions and activities	Pre-Practicum Experience (A)
SC 5.G.3.l: techniques to foster collaboration and teamwork within schools	Small group activities; Course discussions and activities	Pre-Practicum Experience (A)
SC 5.G.3.m: strategies for implementing and coordinating peer intervention programs	Small group activities; Course discussions and activities	In-Class Activities (C)
SC 5.G.3.n: use of accountability data to inform decision making	Small group activities; Course	School Counseling Mission and

	discussions and activities; Pre-practicum experience	Vision Statement, and Curriculum Action Plan and Yearly Calendar (A)
SC 5.G.3.o: use of data to advocate for programs and students	Small group activities; Course discussions and activities; Pre-practicum experience	School Counseling Mission and Vision Statement, and Curriculum Action Plan and Yearly Calendar (A)

### **Plymouth State University Policies**

#### **Academic Integrity**

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

Members of the academic community are expected to report all instances of those violations which come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the following policy by identifying, investigating, and bringing to a resolution all cases of violation of academic integrity. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it that is dishonorable.

Visit [Academic Integrity Policy](#): for more information on University policies and procedures regarding academic integrity. Additionally, see APA Style Guide guidelines and CESP PowerPoint on what constitutes plagiarism.

#### **Accommodations of Student Needs**

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Spere 210 (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have a Letter of Accommodation for this course from CAS, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

## **Fair Grading Policy**

Fair and equitable grading reflects values to which all members of the Plymouth State University community commit themselves. Grades are used to assess the relative extent to which students achieve course objectives in all for-credit courses at PSU. Academic freedom allows instructors (1) to determine course objectives, within the bounds of established curricula, and the means by which a student's mastery of those objectives will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments. Students have the right to challenge evaluations of their work, and hence instructors are accountable with regard to providing and explaining all relevant grades and grading criteria. Grading challenges are of two kinds. Those that question the accuracy of grades are resolved by means described under Grade Appeals. Questions related to the policy or process of making assignments and determining the final grade are addressed by Standards for Fair Grading. Visit [Fair Grading Policy](#): for more information on University policies and procedures regarding the Fair Grading Policy.

## **Excused Absence Policy & Class Attendance**

Plymouth State University students are held accountable for meeting all course requirements, which may include both in-class and out-of-class experiences, as well as both individual and group-based activities. Students must therefore realize that they are expected to attend all regularly scheduled meetings of courses in which they are enrolled. Instructors outline attendance policies and explain the effect multiple absences have on final grades—whether or not unexcused absences will be used in computing grades—in the course syllabus. Course syllabi are distributed during the first class meeting, posted online, or can be requested from the instructor in advance. In classes that use online classroom management software (such as Moodle), online student activity is recorded and may be used to determine participation. Instructors maintain records to show the attendance policy is being followed. Students are urged to recognize the importance of participation in class activities and to be aware that grades may be affected by absences or lack of participation during online coursework. Instructors shall determine the class attendance policies and to decide whether to allow students to make up missed work for unexcused absences. Unless the course instructor states otherwise, students should assume that there will be academic consequences for every absence deemed unexcused by the instructor. Visit [Excused Absence Policy](#): for more information on University policies and procedures regarding absences and class attendance.

## **Sensitive Material**

Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

## **Counselor Education and School Psychology Department Policies**

Plymouth State University's Counselor Education and School Psychology (CESP) Department is charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order

to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The PSU CESP department attempts to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

Student Monitoring: A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

Student Responsibilities in Monitoring Peer Professional Competency: As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in the CESP student handbook to guide you in ethically dealing with these situations.

Communications: Prompt and professional communication between students and professors is important and valued in the CESP department. To that end, it is your responsibility to regularly check your PSU email account. As stated in the CESP handbook, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

Late Assignments: Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to

complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension. *Assignments that are handed in beyond the due date for which no extension is granted will not be accepted and will result in a failing grade for the assignment.*

#### Computers and Cell Phones Use in the Classroom

Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos, and student presentations, they should remain closed. Cell phones play an important role in emergency situations but they should be kept on vibrate. It is inappropriate to read, receive, or sending text messages during class meetings.

**Writing:** Use Times Roman 12 point font and APA style (except for providing an abstract) for all papers.

**Moodle Assistance:** You may call the Help Desk at (603) 535-2929, or get in-person help at the Help Desk in Lamson Library.

#### **Class Cancellation/Inclement Weather:**

Notifications of University-wide cancellations due to inclement weather are advertised on WMUR-TV Channel 9, and the PSU website at plymouth.edu. Call the PSU Storm Line (603) 535-3535 for the latest updates on weather-related issues or **register for PSU Alerts through myPlymouth**. Individual class cancellations are determined by faculty. In the event of an individual class cancellation, students will be notified through their PSU e-mail address. It is important for students to check their PSU e-mail for these and other important University announcements (from page 201-202 of PSU Academic Catalog).

Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Travelling in inclement weather is always at your discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather. Communicate with your professor. *Classes may be held on a secure, HIPAA-compliant teleconferencing platform (Zoom) even if classes are canceled.*