INSTRUCTOR
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Office Hours: By appointment only

COURSE DESCRIPTION
This course explores the attitudes, concepts, and skills of direct and indirect service delivery through counseling, teaming, collaboration and consultation that will facilitate effective professional school counseling practice about various topics. Reflection on practice is also developed, as well as competencies for practice within a multicultural society. Students will examine the differences between various consultation models, their goals and provides a perspective on the school as a culture. It culminates with developing the knowledge and skills of a problem solving consultation process, examining challenges within the context of classrooms and schools.

Another significant area of exploration is college readiness and post-secondary planning, with an emphasis on current issues confronting professional school counselors and application and admission criteria for various types of colleges and college counseling for special populations. Students gain an understanding of the resources available in the college admissions process.

Objectives essential to this course

• Learning to apply course material (to improve thinking, problem solving, and decisions)
• Learning how to find and use resources for answering questions or solving problems
• Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Objectives important for this course

• Acquiring skills in working with others as a member of team
• Learning fundamental principles, generalizations, or theories

More specifically:

• Students will develop an understanding of various consultation models and maintain collaborative relationships within and outside of the school community.
• Students will be able to incorporate multicultural understanding into all aspects of a framework.
• Students will further develop an understanding of the overall educational system, act as a facilitator and change agent, and engage in planning and managing tasks needed to support the comprehensive developmental school counseling program.
• Students will develop an understanding of basic concepts of, technology for, and implications of various assessment and evaluative instruments.
• Students will develop a greater understanding of college readiness, models, and resources.

REQUIRED TEXTS


Articles assigned are posted on Sakai under the resources section.

GENERAL POLICIES

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities, which they believe, entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)
The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. 
www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Professionalism in the Service of Social Justice: As a professional school counselor, you can be a vehicle for justice. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, and discrimination are present throughout our society. You will be in a unique position to apply the knowledge base and skills as a school counselor in an ethical and reflective manner in order to promote the self-development and self-determination of others. This course is designed to help you consider social justice as a critical aspect of your professional work.

Technology: In this course, you will use technology to aid you in communicating information and locating resources. It is expected that students will integrate technology with assignments as appropriate. E-mail will provide a convenient way for us to communicate with one another in between class meetings. You will also be able to locate journal articles on the course Sakai website.

Diversity: Your department and program are committed to issues of diversity including, but not limited to: race, gender, sexual orientation, social class, ethnicity, ability, and status. This class is designed to facilitate your development as a culturally competent professional who is able to work effectively with diverse clients and communities.

APA Style: All papers must be written in accordance to the American Psychological Association’s (APA) Publication Manual (6th edition). As students are preparing for careers as professional school counselors, papers must be grammatically correct and reflective of this level of education. Please use Times New Roman 12-point font.
Submission of Assignments
Assignments are your professional responsibility and should reflect your best work. Spell checking, grammar checking and formatting are expected. Points will be deducted from any assignment with grammatical errors. Unless otherwise noted, all assignments should include a cover page and should be typed in 12-point font with 1-inch margins following APA Style (6th edition). All assignments are to be posted as a Word attachment (or PowerPoint when specified) on Sakai by 4:00pm on the due date. If a student is absent from class, the assignment must be submitted to Sakai by 4:00pm on the due date.

Writing assignments will be considered late and will result in the loss of 2 points, if not posted by the due date. You will continue to lose 2 points for each day beyond the due date (must be submitted to Sakai by 4:00pm each day). If an emergency should arise that impedes your ability to submit your assignment on time, please contact the instructor as soon as possible to make arrangements.

Professional Behavior
Cell Phones and Laptops:
Please make sure all cell phones are turned off during class. If there is some reason why you must keep yours on, please discuss it with me individually. Appropriate use of laptops is permitted in class. However, should this be a distraction to the instructor or your peers, you will be asked to refrain from further use.

E-mail Addresses:
Be sure to check your LUC e-mail account regularly. Failure to do so can result in missed information for which you will be held responsible.

Dispositions
The School of Education evaluates students on dispositions of, Professionalism, Fairness, and the Belief that all students can learn, as they are indicators of growth for different levels in the program. The disposition “Belief that all students can learn” will be assessed for students in this course based on the rubric below:

| All Students Can Learn IL-LUC-DISP.3 | Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development. All candidate interactions with clients and students | Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth. Some candidate interactions with clients and students | Candidate fails to demonstrate respect for, and an understanding of, the growth potential of all students and clients, regardless of their circumstances or current levels of development. Few candidate interactions with clients and students |
are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning. are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning. are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning.

COURSE REQUIREMENTS

1. Class Attendance and Participation (20 points)
Attendance and participation in all classroom activities, exercises, and discussions is expected. It is also expected that you complete the assigned readings prior to class discussion. To earn 20 points for attendance and participation, students must:
   • Regularly attend (no more than two absences)
   • Attend class on time (no more than 15 minutes late or leaving 15 minutes early, one time)
   • Be prepared to discuss at least three points for weekly reading assignments
   • Actively participate in class activities and discussion
   • Engage in active learning on a graduate level
   • Communicate effectively and respectfully with instructor and peers
   • Demonstrate exceptional teamwork and group cooperation

Minimal or passive participation will result in a loss of points.

2. Book Review (25 points) DUE: March 10
Present your oral and written review of The shame of the nation by Jonathan Kozol. Include the following criteria:
   a. Based on the author’s background do you consider his work credible? Why or why not? Provide supporting evidence. (2 points)
   b. What did you learn from reading this book? What emotions did this work evoke? How has this work changed you personally and professionally? (8 points)
   c. How might a school counselor use this author’s information? (10 points)
   d. Quality of paper (writing, grammar, APA style) (5 points)

Papers should be 4-6 pages and double-spaced.

3. Letter of Recommendation (15 points) DUE: April 14
You will create an original letter of recommendation for a student. A transcript and general information about a high school student will be provided to assist in this process. Criteria for evaluation are as follows:
   a. Timing and length (3 points)
   b. Structure and writing quality (3 points)
   c. Voice and diction (3 points)
   d. Content – Academics (3 points)
e. Content – Extracurricular activities (3 points)

4. Classroom Guidance Lesson (10 points) DUE: April 21
Develop a classroom guidance lesson based on the ASCA National Model. The lesson should be developed according to the state school report card, which the instructor will provide, with a particular population in mind and should be developmentally appropriate and inclusive of students of diverse backgrounds. Possible topics include social skills, school transition, character counts topics, career exploration, college preparation, child abuse, separation/divorce, grief and loss, suicide, etc.

The lesson should be approximately 30 minutes in length, include resources, and incorporate both didactic and experiential components. Please provide each student in the class with copies of your handouts. Preceding the lesson, you will provide rationale for the importance of your topic, including relevant literature, statistics, and developmental considerations. Criteria for evaluation are as follows:

   a. Rationale for lesson (2 points)
   b. Organization & clarity (2 points)
   c. Material presented (including appropriateness of content) (2 points)
   d. Class involvement (experiential component) (2 points)
   e. Quality of handouts (2 points)

5. Final Paper (30 points) DUE: April 28

As a pre-service professional school counselor, **what problem are you passionate to solve?**

Utilize course readings, and/or additional readings, to create a research paper identifying community, environmental, and institutional opportunities that enhance-as well as barriers that impede- the academic, career, and social/emotional development of students. Next, pinpoint one impediment or opportunity that interests you and in the second part of the research paper illustrate how this factor (e.g., school violence, eating disorders, childhood depression, inequities of school funding, lack of high teacher expectations) may affect the personal, social, and academic functioning of students. Conclude your paper with research-supported suggestions, including collaborative school counseling interventions to help students experience greater success.

- Your paper should be a minimum of 7 pages and a maximum of 10 pages. Please do not exceed 10 pages (excluding cover page and references).

- Be sure to include cover page, abstract, and references.

- **Upload your paper to Sakai by 4pm on Tuesday, April 28.**
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<thead>
<tr>
<th>Course Requirement</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>20 points</td>
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<tr>
<td>Book Review</td>
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<tr>
<td>Final Paper</td>
<td>30 points</td>
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<td>100 points total</td>
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**Grading Scale**

- 95-100 A
- 90-94 A-
- 85-89 B
- 80-84 B-
- 75-79 C
- 70-74 C-
- 65-69 D
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignment Due</th>
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<tbody>
<tr>
<td>January 13</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>January 20</td>
<td>NO CLASS</td>
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<tr>
<td>January 27</td>
<td>Social-emotional learning</td>
<td>Articles: Bridgeland; Clark; IL SEL Standards; Velsor</td>
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<tr>
<td>February 3</td>
<td>Family systems; consultation elements, system dynamics, and being a change agent Articles: Amatea; Baker; Hall; Mullis; White; Thomas</td>
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<td>February 10</td>
<td>Consultation stages, communication, and working with resistance</td>
<td>Articles: Baggerly; Capuzzi; Carney; Erikson; Fineran; Gibbons;</td>
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<td>February 17</td>
<td>The shame of the nation; leadership and advocacy for at-risk students</td>
<td>Kozol intro – chap 6 Articles: NOSCA 1; Roche; Sciarra; Villabla</td>
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<tr>
<td>February 24</td>
<td>The shame of the nation; teaming and collaboration for at-risk students</td>
<td>Kozol chps 7-12; Articles: NOSCA 2; Bemak; Gabrielle; Rowell; Webb</td>
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<td>March 3</td>
<td>NO CLASS – Spring Break</td>
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<tr>
<td>March 10</td>
<td>Framing the field of college counseling</td>
<td>FCAC chps.1-5 Book Review Due</td>
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<tr>
<td>March 17</td>
<td>Defining the work of college counselors</td>
<td>FCAC chps. 6-12 Articles: Gibson, Hill</td>
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<tr>
<td>March 24</td>
<td>Identifying pathways and options</td>
<td>FCAC chps. 13-16 Articles: Akos; Merrow; Tang; Trusty</td>
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<tr>
<td>March 31</td>
<td>Serving our students and families</td>
<td>FCAC chps. 17-21</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Articles: Callahan; Goodrich; Wing</td>
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<td>April 7</td>
<td>Research Day</td>
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<td>April 14</td>
<td>Advancing our work</td>
<td>FCAC chps. 22-25</td>
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<td>Letter of Recommendation Due</td>
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<td>April 21</td>
<td>Presentation of classroom guidance lesson</td>
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<tr>
<td>April 28</td>
<td>Final Paper</td>
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*This syllabus and schedule are subject to change if deemed necessary by the instructor.*