



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

COUN 606: Current Issues in School Counseling

Fall 2020

ASEC, School Counseling

Course Information

| | |
|---|---|
| Instructor: Dr. Caroline Lopez-Perry | Email: caroline.lopez@csulb.edu |
| Virtual Office Hours Days/Times: Wednesday 4-5pm Thursday 4-5pm | Office Hours Zoom Link: https://csulb.zoom.us/j/3981814771 |
| Class Days/Times: Monday 7-9:45pm | Class Zoom Link: https://csulb.zoom.us/j/3981814771 |

Catalog Course Description

A variety of current issues in school counseling presented in learning modules. Topics include assessment, education of students with disabilities, school violence prevention, crisis counseling, comprehensive counseling plans, and classroom management.

Letter grading only (A-F).

Course Student Learning Outcomes and Goals

Upon successful completion of the course, the student is expected to be able to:

1. Understand key principles of assessment in relation to their position as professional school counselors, including selecting appropriate assessment strategies, interpreting and reporting results, using assessment results in decision-making, and engaging in professionally responsible assessment practices.
2. Apply knowledge of assessment issues and processes to k-12 school settings.
3. Understand the role and function of the professional school counselor in the education of students with disabilities.
4. Apply knowledge of special education issues to working with students with disabilities.
5. Understand key issues regarding school violence prevention, intervention, and crisis counseling.
6. Understand the components of a comprehensive counseling and guidance plan, in relation to both the individual school and the school district.
7. Be equipped to develop a comprehensive counseling and guidance plan for a given school.
8. Understand issues and strategies of classroom management.

9. Apply issues and strategies of classroom management to their classroom guidance responsibilities.

Required Texts/Course Materials:

- Hatch, T. (2013). *The use of data in school counseling: Hatching results for students, programs, and the profession*. Corwin Press.
- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin
- Erford, B. (2015). *Professional School Counseling: A Handbook of Theories, Programs, and Practices 3rd Edition*. Pro-Ed

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

Documents in this course will be available to you mainly in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

Course Schedule

| Week | Topics/Assignments | Readings |
|------|---|---|
| 1 | <ul style="list-style-type: none"> Welcome and Course Overview Syllabus Review | <ul style="list-style-type: none"> Lopez & Mason (2018) |
| 2 | <ul style="list-style-type: none"> Determining Need for Core Curriculum “Franchising Curriculum” Action Plans: School-wide & Individual Lesson | <ul style="list-style-type: none"> <i>Hatch</i>: Foreword, Ch. 1 pgs. 25-35, & Ch. 6 pgs. 111-116 BB article: “<i>Franchising Curriculum</i>” |
| 3 | Labor Day – No Class | |
| 4 | <ul style="list-style-type: none"> Planning for Success: Objectives & Lesson Plans <ul style="list-style-type: none"> -Common Core State Standards -ASCA Mindsets & Behaviors Culturally Responsive Teaching | <ul style="list-style-type: none"> <i>Hammond</i>: Ch. 1 & 2 Article: <i>Implementing the Common Core State Standards: The Role of the School Counselor</i>, Article: <i>ASCA Mindset & Behavior Standards</i> |
| 5 | <ul style="list-style-type: none"> Types of Data Classroom Engagement & Pacing The culturally responsive practitioner Due: Proposed topic for core curriculum lesson | <ul style="list-style-type: none"> <i>Hatch</i> Ch. 3-4 <i>Hammond</i> Ch 3-4 |
| 6 | <ul style="list-style-type: none"> Assessing Student Mastery Pre/Post Tests Tickets Out the Door Google Forms & Plickers | <ul style="list-style-type: none"> <i>Hatch</i> Ch. 7 <i>Hammond</i> Ch. 8 & 9 |
| 7 | <ul style="list-style-type: none"> Classroom Culture Action Plans Feedback: Pre/Post Tests Due: Pre/Post draft | <ul style="list-style-type: none"> <i>Hammond</i> Ch. 5,6,7 Weinstein (2003) Buchanan, 2017 |
| 8 | <ul style="list-style-type: none"> Current SC Advocacy and Legislation LCAP/LCFF/SB451 Evidence Based Programs | <ul style="list-style-type: none"> CASC LCAP Brief Lopez & Whitson, 2016 |
| 9 | <ul style="list-style-type: none"> Supporting LGBTQ students -<i>Guest speaker</i> Results EB Program Presentation (2) | <ul style="list-style-type: none"> <i>Hatch</i> Ch. 10, 11 BB article ASCA Position Statements |
| 10 | <ul style="list-style-type: none"> Crisis Counseling EB Program Presentation (2) | <ul style="list-style-type: none"> 3 ASCA Articles Fineran 2012 |
| 11 | <ul style="list-style-type: none"> <i>UndocuAlly Training- Guest speaker</i> EB Program Presentation (2) | BB articles: <ul style="list-style-type: none"> ASCA Position Statement Storlie 2016 California Student Aid Commission Dream Act, DACA & other Policies |

Course Schedule (continued)

| | | |
|-------------|--|---|
| 12 | <ul style="list-style-type: none"> • No class | |
| 13 | <ul style="list-style-type: none"> • 504's and FBA's • EB Program Presentation (2) • Due: Core Curriculum Portfolio | <ul style="list-style-type: none"> • Erford Ch: 53, 54 ASCA Position Statement |
| 14 | <ul style="list-style-type: none"> • <i>Trauma Informed Practices- Guest Speaker</i> • EB Program Presentation (2) | BB articles |
| 15 | <ul style="list-style-type: none"> • <i>Assessment, IEPs- Guest Speaker</i> | <ul style="list-style-type: none"> • Erford Ch. 33,34, 35 • Milsom 2007 ASCA Position Statement |
| 16 | Due: LCAP Presentations | |
| Finals Week | Due: Critical Analysis Assignment | |

Course Evaluation Components and Grading

Evaluation Components

A. Zoom participation (10 points)

Students should have read assigned material prior to attending class and are expected to actively contribute to class discussions and activities.

B. LCAP Project (30 points)

It is critical that school counselors are aware of how educational policy affects and shapes our role within schools. California has recently taken a large step in educational reform that includes LCAP and SB451. School counselors also use research to inform evidence-based practice. In this assignment you will use research to inform your practice. You will be required to investigate these new policies and think critically about how school counselors can act as allies in reform. Students will be divided into groups (Elementary, Middle School, HS).

Part 1 of presentation:

You will select a minimum three of the eight LCAP priorities. You will describe each in detail and develop a COMPREHENSIVE plan for how the school counseling program will support these goals based on the ASCA National Model and the role of the school counselor. This should include types of needs assessments you will conduct, types of data you will disaggregate, services you will provide and how they will be evaluated.

Part 2 of presentation: You will also describe how the school counseling program will support **one** of the three targeted populations based on your research on the needs of that student population (ELL students, low-income students, or foster youth). Your findings will be made into a presentation that will inform fellow professional school counselors 1) the needs of the population 2) what the literature has suggested is “Best Practice” when working with the selected population in either the Academic, Social/Emotional or Career domain and 3) your counseling programs specific ‘closing the gap” action plan.

Your presentation will be 25-30 minutes long and your intended audience is district/school administrators and teachers. Groups will create a 1-2 page hand out with an overview of your plan for all class members and the instructor. Group members will each participate equally in oral presentation and in creation of the written handout and ppt.

C. Core Curriculum Portfolio (30 points)

This assignment is designed to provide the opportunity for students to apply best practices and principles of teaching and learning to the development, delivery, and evaluation of core curriculum classroom lessons. Students will design, deliver, and evaluate a classroom lesson that connects to ASCA National Model Mindset & Behavior Standards. This assignment will be completed at your fieldwork site based on a data-driven need, and demonstrate best practices in teaching and learning we have studied. Develop it in collaboration with your site supervisor, and deliver it individually. Lesson delivery includes administration of the created pre/post assessment. While students are only required to collect data on one lesson, it is advised to teach the lesson at least three times, to gain further practice and hone teaching skills. Site supervisors and/or classroom teachers are asked to evaluate the core curriculum class lesson, and the student will also provide their own self-evaluation.

Please include the following in your final submission:

- Lesson plan that includes all the major components identified in the classroom lesson plan rubric
- Core Curriculum Action Plan
- Copy of the PowerPoint, Keynote, Prezi, or other technology-based presentation outline
- Evidence of evaluation, including:
 - Data used to establish need (this should be the first page of your portfolio with a small paragraph explaining the need)
 - Pre/post evaluation
- Self-evaluation using the Course Evaluation of Classroom Lessons, including thoughtful and in-depth reflections in the comments sections and explaining the best practices in teaching and learning that were integrated into your lesson
- Supervisor and/or teacher evaluation
- Classroom Results Report
- Supervisor/teacher evaluation

D. Evidence Based Program Presentation (15 points)

Curriculum can range from lessons developed by counselors to professionally published textbooks. An evidence-based curriculum consists of practices that have been vetted through rigorous research. Delivering an evidence-based school counseling curriculum can improve your program's overall success. This assignment will help you become familiar with current evidence-based curriculum/school wide programs. You will conduct a 10-15-minute pre-recorded presentation that includes the following information: Basic description of program/curriculum, results of at least 2 research studies, and teach/deliver an example portion of the curriculum.

E. Critical Analysis of Systemic Racism in Education and School Counseling (15 points)

Students will select from a list of topics related to race and racism as it relates to education and school counseling. Some examples of topics include, colorism, anti-Blackness, criminalization of Black girls in schools, school-to-prison nexus, grit, growth mindset, character education programs, PBIS, White supremacy culture in ____, Eurocentric counseling/career theory/models, underrepresentation of BIPOC educators, educational policy. Students will describe the issue and the system that perpetuates racism, why it is harmful to K-12 students/professionals and what can be done to implement change. Students must use 3-4 academic sources to support their position. Students have the option of completing a 5-6 page paper (APA, not including cover page or references), 8-12 minute pre-recorded presentation, 5-7 minute Powtoon video or an infographic.

Course Grading

Evaluation is on a point accrual basis. No one assignment counts as a letter grade. All points are totaled for the final grade. Assignments are due on the assigned date. Ten percent of the assignment points will be deducted for each week (or portion thereof) that the assignment is late.

Grading Scale

| Letter Grade | Percentage |
|---------------------|-------------------|
| A | 90-100% |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | 59% and below |

Evaluation Components and Weight (Sample)

| Evaluation Component | Points | Weight |
|--|------------|-------------|
| Zoom/Beachboard discussion participation | 10 | 10% |
| LCAP Project | 30 | 30% |
| Core Curriculum Portfolio | 30 | 30% |
| Evidence Based Program | 15 | 15% |
| Critical Analysis | 15 | 15% |
| Total | 100 | 100% |

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 10% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

Assignments are due at the beginning of class on the due date. 4:10 pm is the cut-off. It is an additional 2-point deduction every day that passes (4 p.m. is cut-off for additional deductions). Papers will not be accepted after one week. It is natural for technical issues to arise. Please be proactive about reaching out to me if you are falling behind or anticipate missed work.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.

Communication

I have an open-door policy. If you have any questions or concerns, please feel free to email me or schedule an appointment. I will respond to emails within a 24-48 hour period.

Professionalism

You are expected to conduct your work in an ethical, legal, and professional manner, adhering to the ACA Code of Ethics and Standards of Practice (American Counseling Association, 2013), and Ethical Standards for School Counselors (American School Counseling Association, 2016).