

2014-2015 LONG SIGNATURE SHEET



UNC CHARLOTTE

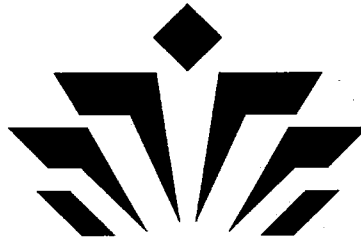
Proposal Number: CSLG 4/07/15

Proposal Title: Change in Title and Course Description Revisions for CSLG 7140

Originating Department: Department of Counseling

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
10/10/15	10/19/15	10/20/15	Approved	<u>DEPARTMENT CHAIR</u> Henry L. Harris <i>Henry L. Harris</i> [print name here:]
9/21/15	9/29/15	10/26/15	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> K. Anderson <i>Kelly Anderson</i> [print name here:]
—	—	—	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:]
10/26/15	10/26/15	10/26/15	Approved	<u>COLLEGE DEAN</u> <i>Carolee R. Hendrick</i> Associate Dean [print name here:]
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
10/28/15	12/1/15		Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) <i>Deanis Livesack</i> Deanis Livesack
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

To: Graduate Council Chair
From: H. L. Harris, Chair Department of Counseling
Date: 4/7/15
Re: Change in Title and Course Description Revisions for CSLG 7140

The information in this long form provides the rationale for revising a graduate course within the Department of Counseling. CSLG 7140-Consultation in School Counseling is necessary to comply with Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and American School Counseling Association (ASCA) National Model.

I. HEADING AND PROPOSAL NUMBER

- A. **HEADING.** Place a three line double-spaced heading containing the following information at the top of the first page of the proposal and beginning at the left margin:

University of North Carolina at Charlotte
Change in Title and Course Description Revisions for CSLG 7140
Course and Curriculum Proposal from: Department of Counseling

- B. **PROPOSAL NUMBER.**
CSLG 4/07/15

- C. **TITLE.**
Change in Title and Course Description Revisions for CSLG 7140

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. **SUMMARY.** State clearly and concisely the actions proposed:

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The Department of Counseling proposes a name change and course description for CSLG 7140 Elementary School Counseling and Guidance. The proposed changes will reflect current language being used today in the school counseling profession. For example, as the profession of school counseling has evolved the word “guidance” is no longer used, and “consultation” is more appropriate description of the training needs for school counselors. Further, state licensure boards do not differentiate school levels given graduates of MA School Counseling Programs are licensed in K-12. In addition, Elementary School in the current course title does not reflect the training that MA School Counseling students receive.

Current Description: CSLG 7140. Elementary School Counseling and Guidance. (3) Introduction to the guidance function in the elementary school with emphasis on the counselor’s role in counseling, consulting and coordinating school and community resources for the optimum benefit of the child. (*On demand*)

Proposed Description: CSLG 7140. Consultation in School Counseling (3) Introduction to the professional school counselor’s role (k-12) in counseling, consulting and coordinating school and community resources for the optimum benefit of the student. (*Spring and Summer*)

The Department of Counseling also proposes to replace SPED 7150-School Counseling and Children with Special Needs, with the proposed course CSLG 7140-Consultation in School Counseling, as a required course for MA students enrolled in the school counseling track. This course will address the school counselors’ role as a consultant in addressing issues with students who have special needs. Further, requiring a counseling course with this clearer title will strengthen the identity of our school counseling students with school-focused curriculum that aligns with the Council for Accreditation for Counseling and Related Educational Programs (CACREP) and American School Counselor Association (ASCA) standards. The identity of our School Counseling Program is of great concern because we have seen a decrease in the number of applicants applying to the school counseling program. By changing the course title, it provides a broader appeal to k-12 school counselors instead of elementary school counselors.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

The proposed course will provide students with the opportunity to learn about the school counselor’s role in consultation. Consultation broadly defined is a collaborative process for school counselors to work with students, teachers, parents, administrators, and other stakeholders. Often times as a consultant, school counselors may act as a facilitator, advocate, collaborator, advisor, or mediator. The primary

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goal is to directly and or indirectly help students achieve in all areas of academic, personal/social, and or career development. The CACREP program specialty standards and ASCA standards for school counselors delineate the significant role of school counselors as consultants and managers of community resources. Consultation is also included in the Praxis II, the examination that all master's level school counseling students are required to pass to obtain their K-12 school counselor license in North Carolina.

2. Discuss prerequisites/co-requisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

The course would have no-prerequisites. Graduate students enrolled in MA school Counseling Program and Post Master's Certificate Program in School Counseling have priority and when space is available, this course open to interested students with graduate status.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

This is a school counseling graduate level course and the proposed course number (CSLG 7140) is consistent with other school counseling graduate level courses in the department, such as CSLG 7141, The Professional School Counselor, and CSLG 7646, Advocacy and Leadership in Professional School Counseling.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The course is aligned with the CACREP standards, the ASCA National Model, and NC State Standards for school counselors. The content will also broaden to appeal to k-12 school counselors instead of K-5. Consultation broadly defined is a collaborative process for school counselors to work with students, teachers, parents, administrators, and other stakeholders. Often times as a consultant, school counselors may act as a facilitator, advocate, collaborator, advisor, or mediator. The primary goal to directly and or indirectly help students achieve in all areas of academic, personal/social, and or career development. The CACREP program specialty standards and ASCA standards for school counselors delineate the significant role of school counselors as consultants and managers of community resources.

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5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

This course has not been taught under a special topics number.

- C. **IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal?
(Undergraduate and/or graduate; majors and/or non-majors, others?)

The proposed course will serve all MA counseling students enrolled in the School Counseling Program and students in the Post Master's Certificate Program in School Counseling. Students holding graduate status may be allowed to take this course when space is available.

2. Describe how you determine which students will be served.

This will be a required course for all MA counseling students enrolled in the School Counseling Program and students enrolled in the Post Master's Certificate program in School Counseling.

3. What effect will this proposal have on existing courses and curricula?
 - a. When and how often will added course(s) be taught?

The course will be taught once during spring and summer semesters. This course will also replace SPED 7150 as the required course for school counselors. The Consultation with the Department of Special Education and Child Development is attached.

- b. How will the content and/or frequency of offering of other courses be affected?

There will be no impact on how other courses are offered, however we will no longer need SPED 7150 taught once per year in the Department of Special Education and Child Development. SPED 7150 was also taught as a courtesy to the CSLG department and dropping this course would free up resources for the Department of Special Education and Child Development.

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- c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

Enrollment projected to be 20-25 students during Spring Semester and Summer Session I.

- d. How will enrollment in other courses be affected? How did you determine this?

Enrollment in other counseling courses will not be affected because CSLG 7140 will replace SPED 7150 as a required program course for school counseling students. However enrollment in SPED 7150 will be impacted.

- e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

This course will replace SPED 7150-School Counseling and Children with Special Needs, and will be a required course for MA students enrolled in the School Counseling Program. At this time, SPED 7150 is not meeting the needs of students in the school counseling curriculum and there is a much greater need for students to focus on consultation skills. CSLG 7140 will include content on special needs, IEPs, and 504 plans in the context of the school counselor's role as a consultant.

The current catalog description is CSLG 7140. Elementary School Counseling and Guidance. (3) Introduction to the guidance function in the elementary school with emphasis on the counselor's role in counseling, consulting and coordinating school and community resources for the optimum benefit of the child. (*On Demand*).

The proposed description will align with the current standards and models of the school counseling profession that defines consultation as a major role of school counselors. Therefore, the proposed description is as follows: CSLG 7140. Consultation in School Counseling (3) Introduction to the professional school counselor's role (k-12) in counseling, consulting and coordinating school and community resources for the optimum benefit of the student. (*Spring and Summer*)

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III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

- A. **PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

Dr. Sejal P. Foxx, Dr. Henry L. Harris, Dr. Edward Wierzalis, and newly hired Dr. Clare Merlin are faculty members qualified to teach this course.

- B. **PHYSICAL FACILITY.** Is adequate space available for this course? Yes

- C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

No special equipment and or extra supplies are needed

- D. **COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

No additional computer usage is needed beyond Moodle.

- E. **AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

No additional audio visual facilities needed beyond standard classroom podiums.

- F. **OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

No other resources needed beyond typical class needs.

- G. **SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

No additional funding is needed.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of ***Consultation on Library Holdings***).

The documentation is attached.

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- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

I have included consultation correspondence with Department of Special Education and Child Development.

- C. HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

Faculty in Department of Counseling voted to move forward with this course proposal by a vote of 9-0 at the 3/20/15 department faculty meeting.

- B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

- X The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a 3.0 graduate credit hour course.

- C. ATTACHMENTS.**

1. CONSULTATION: Attach relevant documentation of consultations with other units.

This information/documentation is included.

2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft

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Word “track changes” feature (or use red text with “~~strikethrough~~” formatting for text to be deleted, and adding blue text with “underline” formatting for text to be added).

CSLG 7140. Elementary School Counseling and Guidance. (3)
Introduction to the guidance function in the elementary school with emphasis on the counselor’s role in counseling, consulting and coordinating school and community resources for the optimum benefit of the child. (On demand)

CSLG 7140. Consultation ~~Elementary in School Counseling, and Guidance.~~ (3) Introduction to the ~~guidance function in the elementary~~ professional school with ~~emphasis on the~~ counselor’s role (k-12) in counseling, consulting and coordinating school and community resources for the optimum benefit of the ~~child~~-student. (Spring and Summer)

a. For a new course or revisions to an existing course, check all the statements that apply:

- This course will be cross listed with another course.
- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

Current Catalogue

Concentrations

School Counseling Concentration

Required School Counseling Courses (9 credit hours)

CSLG 7141 The Professional School Counselor (3)

CSLG 7646 Advocacy and Leadership in Professional School Counseling (3)

~~SPED 7150 School Counseling and Children with Special Needs (3)~~

CSLG 7140 Consultation in School Counseling

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?

Yes. If yes, please provide updated Academic Plan of Study in template format.

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No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE):

Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

Yes. If yes, please provide updated SLOs in template format.

No. This will not impact SLOs

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Yes. Briefly explain below.

No. Briefly explain below.

Students are encouraged to purchase electronic textbooks and rent textbooks to minimize cost.



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Henry L. Harris, Department of Counseling-Chair
From: Judy Walker, Education/ Psychology Librarian
Date: April 15, 2015
Subject: CSLG 7140: Consultation in School Counseling

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** April 15, 2015

Please Check One:

- Holdings are superior
- Holdings are adequate X
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

The library has strong book collections in the areas of school counseling, social justice and special education, which will support this course adequately. In addition students will have access to current and historical journal articles, conference papers, dissertations and other government documents through the ERIC database and PsycInfo. Additional databases such as Sociological Abstracts and Social Services Abstracts will also be of use to students. And of course they can request title the library doesn't have direct access to through the library's interlibrary loan service.

Evaluator's Signature

April 15, 2015

Date



UNC CHARLOTTE

College of Education

Special Education and Child Development

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8828 f/ 704.687.1625 <http://education.uncc.edu/spcd>

MEMORANDUM

TO: Hank Harris, Chair, Department of Counseling

FROM: Belva Collins, Chair, Department of Special Education & Child Development *BC*

DATE: April 13, 2015

TOPIC: SPED 7150

SPED does not object to the Department of Counseling replacing SPED 7150 School Counseling and Children with Special Needs with CSLG 7140 Consultation in School Counseling as a required course for our school counseling students.



The UNIVERSITY of NORTH CAROLINA at CHARLOTTE

to Equal Opportunity, Women and Academic Progress



Course Outline Template
For New or Revised Undergraduate and Graduate Courses
Updated May 2012

COURSE NUMBER CSLG 7140 **CREDIT HOURS** 3.0

COURSE TITLE Consultation in Schools

CATALOG DESCRIPTION

- Consultation in School Counseling (3) Introduction to the professional school counselor's role in counseling, consulting and coordinating school and community resources for the optimum benefit of the student. (*Spring and Summer I*)
- This 3-credit course requires THREE hours of classroom or direct faculty instruction and SIX hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: REQUIRED READING, LIBRARY RESEARCH, WRITTEN ASSIGNMENTS, and STUDYING FOR QUIZZES AND EXAMS.

COURSE PREREQUISITES and/or CO-REQUISITES

- Course prerequisites include graduate status and permission from the instructor

COURSE RATIONALE

The purpose of this course is to provide students with the opportunity to learn about the school counselor's role in consultation. Consultation broadly defined is a collaborative process for school counselors to work with students, teachers, parents, administrators, and other stakeholders. Often times as a consultant, school counselors may act as a facilitator, advocate, collaborator, advisor, or mediator. The primary goal to directly and or indirectly help students achieve in all areas of academic, personal/social, and or career development. The CACREP program specialty standards and ASCA standards for school counselors delineate the significant role of school counselors as consultants and managers of community resources. Consultation is also included in the Praxis II, the examination that all master's level school counseling students are required to pass to obtain their K-12 school counselor license in North Carolina.

In this course candidates are provided with the opportunity to achieve and/or demonstrate the relevant knowledge, effectiveness, and commitments as noted in the College's

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Conceptual Framework. (K1, K2, K4, K5, K6, E1, 2, 3, 5, 6, 7, C1, C2, C3, C4, C5, C6). (<http://education.uncc.edu/sites/education.uncc.edu/files/media/pdfs/Conceptual%20Framework%202011.pdf>)

This course aligns with the North Carolina Professional School Counseling Standards (2008), CACREP, and ASCA National Standards. These standards and hyperlinks can be found in the Faculty Handbook. www.cacrep.org, www.schoolcounselor.org, [http://www.ncpublicschools.org/docs/student support /counseling/standards/counselingstandards.pdf](http://www.ncpublicschools.org/docs/student%20support/counseling/standards/counselingstandards.pdf))

COURSE OBJECTIVES

Upon completion of the course, the candidate will be able to:

- A. Understand the ways in which the learning environment is enhanced by family-school-community collaboration.
- B. Promote, develop, and enhance effective teamwork within the school and the larger community.
- C. Build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students
- D. Understand systems theories, models, and processes of consultation in school system settings.
- E. Develop strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children
- F. Understand the various peer programming interventions (e.g. peer mediation, peer mentoring, peer tutoring) and how to coordinate them.
- G. Know the school and community collaboration models for crisis/disaster preparedness and response.
- H. Understand the important role of the school counselor as a system change agent.
- I. Understand the school counselor's role in student assistance programs, working with students with special needs, school leadership, curriculum, and advisory meetings.

INSTRUCTIONAL METHODS

Instructional format of this class will include interactive lecture in traditional and on-line formats, class room discussion, small group discussion, and student presentations.

COURSE CONTENT

Topical Outline of Course Content Tentative Class Schedule

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Date	Selected Topics	Readings	Assignments
Class Meeting 1	Class Introductions & Overview of Course Overview of Consultation - Lecture Organization of Presentations & Assignments	READ Chapter 1 in Parsons & Kahn	
Class Meeting 2	Organization of Presentations & Assignments Grant Writing – Lecture	Chapters 2, & 13 in Parsons & Kahn	
Class Meeting 3	<i>School Counselor as Consultant</i> Reading Discussion Groups Effective Consultation – Lecture Consultation in Action - Political Cases & Vignettes	READ Chapters 3, & 4, in Parsons & Kahn	
Class Meeting 4	<i>School Counselor as Consultant</i> Reading Discussion Groups Consultation in Action - Political Cases & Vignettes	READ Chapter 5 in Parsons & Kahn	
Class Meeting 5	Reading Discussion Groups Consultation – Content, Skills, and Process Consultation in Action - Political Cases & Vignettes Peer Programs	READ Chapters 6, 7 & 8 in Parsons & Kahn	
Class Meeting 6	<i>Consultation – The Process</i> Consultation in Action - Political Cases & Vignettes Structured Peer Consultation Model	READ Chapters 9 in Parsons & Kahn	DUE: Grants proposal
Class Meeting 7	Mid Term Exam	Mid-Term Exam	
Class Meeting 8	<i>Consultation – The Process</i> Grant Resources and Peer Program Proposals Shared Workshop Presentations	READ Chapters 10 in Parsons & Kahn	
Class Meeting 9	<i>Critical Issues for School Counseling</i> (two weeks) Consultation in Action - Political Cases & Vignettes Working with special needs students: IEP and 504 Plans Workshop Presentations	READ Chapters 11 & 12 in Parsons & Kahn	DUE: Peer Program
Class Meeting 10	<i>Critical Issues for School Counseling</i> Consultation in Action - Political Cases & Vignettes Working with special needs students: IEP and 504 Plans Workshop Presentations	READ Chapters 11 & 12 in Parsons & Kahn	
Class Meeting 11	<i>Curriculum & Classrooms</i> Consultation in Action - Political Cases & Vignettes Classroom Management Workshop Presentations	READ Chapter 14 in Parsons & Kahn	DUE: Social Justice Project

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Class Meeting 12	<i>Counselors as Social Justice Change Agents & Termination</i> Workshop Presentations		
Class Meeting 13	Social Justice Independent Projects		
Class Meeting 14	Special Topic: Future of School Counselors as Consultants in 21 Century	Readings will be assigned by Instructor	
Class Meeting 15	Final Exam		

ILLUSTRATIVE COURSE ACTIVITIES

1. Participation/Attendance: You are expected to attend all class meetings, keep up with reading assignments, and participate in weekly discussions. Please note some classes will be held on-line using Saba. Each missed class will result in one point deduction from your final grade. (15 weeks x 1 point = 15 points total).

2a. Political Cases:

Standards Reference Box

CACREP Core: CACREP Specialty: M.1.; M.2.; M.3.
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The purpose of these conversations is to develop your professional judgment, political astuteness, and skill in working with teachers, parents, and administrators for the personal/social and career development and academic success of students with whom you will serve. Working in dyads, you will be assigned two cases to present to the class, and lead discussion on effective strategies that may be used to address the case. As you develop effective strategies, you want to incorporate the learning outcomes (M.1.; M.2.; and M.3.) that are described in the below rubric. Presentations will be scheduled throughout the semester.

2b. Vignettes for Consultation Theories, Models, and Processes:

Standards Reference Box

CACREP Core: 5.f. CACREP Specialty: M.4.; M.5.; O.5.

The purpose of these vignettes is to develop your understanding and use for consultation theories, models, and processes (5.f; M.4; M.5; and O.5.). Given vignettes, as a class, we will discuss how theory/models and processes may apply to this vignette to act on behalf of students. Presentations will be scheduled throughout the semester.

3. Mini Grant

Standards Reference Box

CACREP Core: CACREP Specialty: J.2; J.3; N.2

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The purpose of this assignment is to acquire abilities to:

- 1) develop measurable outcomes for school counseling programs, activities, interventions, and experiences (J.2);
- 2) analyze and use data to enhance school counseling programs (J.3); and,
- 3) locate resources in the community that can be used in school to improve student achievement and success (N.2).

Use Internet resources to research resources in the community that can be used in school to improve student achievement and success (N.2). For grant funding you want to research potential funding sources to write a mini-grant. Research a school's data (either your internship school, current school where you teach, or one you chose). Based on this data, identify a *need* in the school that could be helped through securing grant funding. Analyze and use data to enhance school counseling programs (J.3) that determines how you can improve student achievement and success. The funding for this grant is \$500 to \$1000 (or another amount depending on the grant funding source). Prepare a summary of your proposal to include the following (maximum three pages, double spaced, APA style).

- a. summary of project
- b. need for project (i.e. analyzes and uses data to enhance school counseling programs (J.3))
- c. target group
- d. personnel involved (i.e. locates resources in the community that can be used in school to improve student achievement and success (N.2.))
- e. measurable objectives (i.e. develop measurable outcomes for school counseling programs, activities, interventions, and experiences (J.2))
- f. method
- g. evaluation
- h. budget

If you are actually going to apply for this grant, be sure that you have administrative approval to do so. In the event you are not working at the school when the grant is awarded, include a co-PI (Principle Investigator) on the grant application.

During seminar meetings, you will share your data and analysis findings, and your measureable outcomes. This will allow for constructive feedback and suggestions from your peers and instructor as you develop your mini-grant.

4. Social Justice Independent Project:

Standards Reference Box

CACREP Core: G.2.f. CACREP Specialty: O.1.; O.4.

At this stage of your preparation, you have studied, discussed, and acted on social justice issues, frequently prescribed by faculty. Additionally at this stage of your program of

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studies, you probably recognize areas that are gaps in your professional development. Here is your opportunity to address this facet of your learning and development. This assignment offers you an opportunity to work on a project of your choice about social justice. You may team with another cohort member, or complete this project individually. As the first step in this project, please provide a concise but brief proposal for your project. Provide the following for approval:

- a) Rationale or purpose-To substantiate your purpose of this project, incorporate at least two article summaries which convey and support the important role of the school counselor as a system change agent (O.4.);
- b) Describe what you will do and how this project is consultative in nature; and,
- c) Describe how you will present the project.

During seminar, you will share your proposal and articles, allowing for feedback and suggestions from your group.

The purposes for this project are twofold: one purpose is to identify a social justice issue and act on this issue to demonstrate the counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (2.f.); and, two, to understand the important role of the school counselor as a system change agent (O.4.).

The manner in which you present your project is left to your creativity. A final paper is not necessary, nor even encouraged. The only written requirement for this assignment is the proposal itself (including the article summaries).

5. Peer Program Proposal:

Standards Reference Box

CACREP Core: CACREP Specialty: M.6.
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Peers working with peers is powerful and impactful. School counseling programs need to be based on needs of the particular school and students, and as importantly, steeped in evidence based practices and research. The purpose of developing a peer proposal is to learn about various peer programming interventions (e.g. peer mediation, peer mentoring, peer tutoring and how to coordinate them. (M.6.)

For this project you may team with a peer. Follow the below points for your proposal. Many of these points below can be addressed in a paragraph, while some points may be explained with just one sentence. Be concise. The proposal itself should not exceed three pages. Follow APA style and cite references using APA style.

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Focus of the Program

Research Support what does research say about peer programs (e.g. peer mediation, peer mentoring, peer tutoring).

ASCA Domain(s), Group Type, and ASCA Student Standards

Age Level – Approximate Number of Peer Students Participating

Description of the Program

Evaluation (how will you determine impact)

References - If you partner with a peer, conclude with an appendix that describes what each of you contributed to the proposal.

6. Professional Workshop For Educators: Working With Special Needs Students:

Standards Reference Box

CACREP Specialty: M2, M. 4, M5

A major aspect of consultation is teaching others some aspect of what you know. Work in teams of two to prepare *and present* a professional workshop for teachers and/or administrators on working with special needs students

The purpose of the workshop is to inform your audience about a topic and/or skill building that will ultimately result in change within the school or support of parents, for the success of children with special needs. The topic should be about meeting the need(s) of students with disabilities.

The workshop should be “convention” quality, such that you might submit the program to NCSCA or ASCA as a program proposal. Present the workshop in seminar. If you prefer, you may present the workshop at your internship school.

The workshop must include the 4 components:

- 1) Workshop goals
- 2) PowerPoint Presentation
- 3) List of resources/materials/strategies to address the challenging needs as a handout
- 4) Workshop evaluation.

The evaluation will be used to provide feedback of your presentation. Email your evaluation form to the class in advance of your presentation so everyone can come with a copy of the evaluation to use.

The goal of the presentation is to impart the salient and significant points about your topic in a practical fashion. In other words, how would the principles of your topic look should you implement them in practice as a school counselor, particularly when working with students who have special needs. The workshop should range between 30 – 60 minutes.

7. Midterm Exam: The midterm exam will be given on-line (via Moodle) in multiple choice format consisting of 100 questions from Parson and Kahn Chapters 1-6, and 13. You will have 3 hours to complete the exam.

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8. Final Exam: The final exam will be given on-line (via Moodle) in multiple choice format consisting of 100 questions from Parson and Kahn Chapters 7-12, and 14. You will have 3 hours to complete the exam.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Grading Assignments

1. Participation /Attendance	15 points
2.a. Political Cases	05 points
2.b. Vignettes	05 points
3. Mini Grant	10 points
4. Social Justice Independent Project	15 points
5. Peer Program	10 points
6. Professional Workshop	10 points
7. Midterm	15 points
8. Final Exam	15 points
Total	100 points

Scale: 100 – 90 = A 89 – 80 = B 79 – 70 = C 60-69=Unsatisfactory

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Probable textbook for this course:

Parsons, R.D. & Kahn, W.J. (2005). *The school counselor as consultant: An integrated model for school-based consultation*. Boston, MA: Cengage Learning.

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Brigman, G., Mullis, F., Webb, L., & White, J. (2005). *School counselor consultation: Skills for working effectively with parents, teachers, and other school personnel*. Hoboken, New Jersey: John Wiley & Sons.

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- Crothers, L., Hughes, T., & Morine, K. (2008). *Theory and cases in school-based consultation: A resource for school psychologists, school counselors, special educators, and other mental health professionals*. New York, NY: Taylor & Francis.
- Davis, K.M., & Lambie, G.W. (2005). Family Engagement: A collaborative, systemic approach for middle school counselors. *Professional School Counseling*, 9(2), 144-151.
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- Harris, H.L., Wierzalis, E.A., & Coy, D.R. (2010). Parental involvement in schools. In B. T. Erford (Ed.), *Professional school counseling: A handbook of theories, programs, and practices* (2nd ed., pp.973-981). Austin, TX: Pro-Ed.
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- Leinbaugh, T.C. (2010). Understanding special education policies and procedures. In B.T. Erford (Ed.), *Professional school counseling: A handbook of theories, programs, and practices* (2nd ed., pp. 741-748). Austin, TX: Pro-Ed.
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- Sheridan, S.M., Clarke, B.L., & Burt, J.D. (2008). Conjoint behavioral consultation: What do we know and what do we need to know? In W. Erchul, & S. Sheridan (Eds.), *Handbook of research in school consultation* (pp. 177-202). New York, NY: Taylor & Francis.

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SPECIFIC POLICIES THAT APPLY TO THE COURSE

Attendance Policy: You are expected to attend all class meetings, keep up with reading assignments, and participate in weekly discussions. Students should inform the instructor as soon as possible of any absences.

Student Behavior Policy (cell phones, laptops, etc.):

Electronic devices can interfere with the student learning experience and distract the instructor. Due to the nature of material discussed in this class, voice recordings will not be allowed in this class or during supervision sessions. Cell phones should remain off or on vibrate if you need to be available to family during class. Please excuse yourself from the room if you receive a call on vibrate, with the understanding that that will account for missing a part of the class. With instructor permission you can take notes using a laptop, you should not engage in any activity other than taking notes as you will earn a significant reduction in your final attendance and participation grade (e.g., checking email; accessing Internet, Facebook). All PowerPoints will be posted on Moodle for you to access.

Missed Assignment: Late assignments will be accepted with a credit reduction of 10% for day each day late (not counting the due date). If absent the date the assignment is due, please make arrangements for a classmate to deliver the paper or email it to Dr. Foxx by the due date to ensure full credit. If there are special concerns or circumstances, contact Dr. Foxx electronically or in person as soon as possible.

Writing: Assigned papers must be typewritten following APA 6th edition manual, using 12 point Times New Roman font. All written assignments should have correct use of APA, grammar, and be free of spelling errors. All other assignments should meet length/time requirements as neglecting to do so will result in point deduction.

Inclement Weather Policy:

The University is rarely closed because of bad weather. The Inclement Weather Hotline number for UNCC is 704-687-2877. The link for the UNCC Inclement Weather Policy is

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<http://www.math.uncc.edu/~drshafer/math0900/Weather.htm>. When such a closing occurs, it will be announced over local television and radio stations. There may be times the University remains open officially, but bad weather in the region makes it unsafe or unwise for faculty or students to travel, particularly in the evening. In this case, please use your best judgment. If I am unable to make a class for weather or any other reason, I will try to notify you via email; also, I will notify the Departmental Office (704-687-8960), so if you are uncertain if class will meet, please call the Departmental office. As always, if class is conducted, it is the student's responsibility to obtain information from missed classes from fellow students.

Policy on a Grade of Incomplete: "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course." (UNC Charlotte Course Catalogs)

Special Needs: Any student requiring special accommodations for successful completion of this course should register with the Office of Disability Services (704-687-4355/3531). In addition, please feel free to consult with the instructor regarding this issue.

Religious Accommodations: UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>

Academic Integrity: Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity (<http://integrity.uncc.edu/>). This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. <http://www.legal.uncc.edu/policies/ps-105.html>

Commitment to Diversity: The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community. College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

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College of Education Technology Statement: Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Important Academic Dates: Please consult the web (<http://www.registrar.uncc.edu/calendar.htm>) to see important dates regarding adding classes, withdrawing from classes, and dates the University will be closed for holidays. See <http://legal.uncc.edu/syllabus.html>

APPROVAL FOR NEW COURSES
OR SUBSTANTIALLY REVISED COURSES

Faculty Responsible for Developing This Course Outline
(Dr. Sejal Parikh Foxx)

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee
Date

Chair: _____

Approved on _____ by the College Graduate Curriculum Committee
Date

Chair: _____

APPROVAL OF MINOR REVISIONS
OR UPDATES TO COURSE OUTLINES

Faculty Responsible for Revising This Course Outline
(Dr. Sejal Parikh faculty member who have developed this revised course outline.)

Approved on 10/19/15 by Program Coordinator or

Henry L. Harris

Chair: _____
Date

If changes affect more than one program, approval by the appropriate COED Curriculum Committee is required:

Approved on _____ by the College Undergraduate Curriculum Committee
Date

Chair: _____

PROPOSAL # CSLG 4/07/15

Approved on _____ by the College Graduate Curriculum Committee
Date Chair: _____

PROPOSAL # CSLG 4/07/15

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**APPROVAL FOR NEW COURSES
OR SUBSTANTIALLY REVISED COURSES**

Faculty Responsible for Developing This Course Outline
(Dr. Sejal Parikh Foxx)

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee
Date

Chair: _____

Approved on _____ by the College Graduate Curriculum Committee
Date

Chair: _____

**APPROVAL OF MINOR REVISIONS
OR UPDATES TO COURSE OUTLINES**

Faculty Responsible for Revising This Course Outline
(Dr. Sejal Parikh faculty member who have developed this revised course outline.)

Approved on 10/19/15 by Program Coordinator or

Henry L. Harris

Chair: _____
Date

If changes affect more than one program, approval by the appropriate COED Curriculum Committee is required:

Approved on _____ by the College Undergraduate Curriculum Committee
Date

Chair: _____

Approved on 10/26/15 by the College Graduate Curriculum Committee
Date

Chair: *Kelly Anderson*