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**COURSE SYLLABUS**  
**Creating Communities of Interest, EDUC 508**  
**School Counseling Master Syllabus**

**INSTRUCTOR**

Professor: Melanie Brady, EdD  
Office: TBD  
Office Hours: By appointment  
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**CLASS**

Async: TBD  
Sync:  
Section 20881  
Thursday 7 – 8:30pm PST

Credit Hours: 2

**OVERVIEW OF THE COURSE**

EDUC 508 Creating Communities of Interest is a 2-unit course designed to help students develop a “conceptual framework” towards well-being for learning during their educational experience in the Master’s program in School Counseling in the USC, Rossier School of Education. This framework will also serve as scaffolding for how students will later conceptualize professional problems as leaders in their field. The process of developing this framework will include an examination of how professional issues are experienced by self, others, society, and the global community.

RSOE Master’s graduates are expected to develop the skills necessary to incorporate perspectives other than their own in order to think more critically about issues affecting their profession. In this course, students will examine problems of practice related to the field of school counseling through the lens of well-being. At the end of this course, students will begin to envision themselves as distinguished leaders in their respective field of School Counseling.

**Required Materials:**

See Assigned Unit Readings Bellow provided by your instructor.

**Course Objectives:**

After completing this course, students will be able to:

1. Articulate a conceptual framework of well-being including threats and opportunities that promote it as the foundation of their development as a school counselor.
2. Articulate how Justice and Restorative Justice can play an important role in the work of a school counselor who promotes well-being
3. Articulate how resilience to trauma can play an important role in the work of a school counselor who promotes well-being
4. Articulate how College and career readiness can play an important role in the work of a school counselor who promotes well-being
5. Apply these articulations to real world case scenarios related to the practice of school counseling

**Policies and Procedures:**

*Class meetings and asynchronous instruction*

This class will convene for 12 synchronous online sessions through the 2U LMS. In addition, students are required to complete 12, 1 hour asynchronous units over the course of this academic term, and attendance is required at every session. The bulk of the asynchronous time for the course will be spent on lecture videos, readings, written assignments, and other video-based work.

To optimize the learning process, students are expected to engage in thorough preparation in advance of class meetings and prepare to actively participate in all related discussion and activities. Students are also encouraged to complete *additional* readings related to their own areas of interest, as a basis for making more personally relevant contributions in class.

Specific details pertaining to each session are delineated in the syllabus to afford students ample opportunity to prepare.

### *Office hours*

Individual meetings with the instructor may be arranged outside of class hours by appointment. Office hours provide you with a time to ask questions and discuss the course content, feel free to contact your instructor and set up a time to meet. Please see the class schedule below for the dates and times of each class session.

### *Rossier 2U Learning Management System*

The Rossier LMS is the primary learning management system for this course. The Rossier LMS is where you will access your before- and after-class session course content, including discussion boards and reflective journals. The Rossier LMS is also where you will upload your assignments and monitor your grades. The course may rely on additional technologies, including Adobe Connect Pro, Google Chat, Poll Everywhere, Voice Thread, Popplet, and Jing. Details about these technologies will be covered during class.

### *Email*

You can email your instructor at any time throughout the course. Please understand that every attempt will be made to answer emails within a 48-hour period.

### *Guidelines for discussions*

The purpose of discussions is to engage in meaningful dialogue about topics related to this course. This may include your thoughts, ideas, or misunderstanding of course concepts. Therefore, please keep your discussions related to topics that are pertinent to the course.

Keep criticism constructive. You can disagree or be angry and remain respectful. Students may not post inappropriate material, SPAM to the class, use offensive language, or engage in online flaming. Akin to Socratic seminar, the goal is to engage in a dialogue, instead of a debate, to seek understanding of multiple points of view and to use textual support when contributing. While hot topic issues are certain to arise, it is important to develop listening skills as well as how to thoughtfully express your ideas. As participants, students acknowledge that they have joined a community that upholds the following norms that guide discussion and interactions in class:

1. Respect differences of opinion and style.
2. Promote an environment of constructive inquiry and information sharing. Share your knowledge and be willing to ask questions if clarification is needed.

3. Seek to understand more than to be understood.
4. Thoughtfully consider the contributions of your peers.
5. Prepare for and commit to achieving the goals of each class session by completing assignments in a timely manner.

### *Missed sessions*

If you are not able to attend your scheduled session due to an emergency, please notify your instructor as soon as possible to make arrangements to fulfill your course requirements. This should be the exception and not the rule. You will not receive credit for attending an alternate discussion unless prior arrangements have been made with your instructor.

### **Course Requirements and Grading:**

In this course, there are 9 components that make up your final grade:

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- Class participation, including live sessions (15%)
- Reflective Journals × 2 (20% total)
- Progressive Case Study (65% total)
  - Case × 4 (55% total)
  - Presentation (10%)

Assignment	Points	% of Grade
Class Participation, including live sessions	15	15
Reflective Journals	20	20
Case Study	50	55
Presentation	10	10
TOTAL	100	100

Other assignments are required but not graded:

- Weekly readings
- APA style tutorial

### *Class participation (15%):*

You are required not only to complete the assigned readings before you come to class but to have spent some time critically considering the material. You are each an important part of the classroom experience, and I will come to expect each of you to contribute to discussions and to challenge one another. Although some didactics will be necessary, I am more interested in expanding your minds than in simply regurgitating the information found in your readings.

### *Reflective journals (20%):*

There are four journals due throughout this course. You may receive up to x points each for a total of 20 points. The journals are intended to stimulate and facilitate self-exploration and to provide opportunities to apply the concepts from class in advance of other graded assignments. You will receive a writing prompt for each journal. A thoughtful misapplication of a concept will receive a higher grade than a shallow but accurate interpretation.

The best journals will provide evidence of:

- responsiveness to the prompt
- exploration and examination of personal reactions, thoughts, and feelings
- a willingness to question and challenge yourself

### *Progressive Case Study (55%)*

This course is primarily based on adult learning principles derived from the field of andragogy where inquiry based (vs information based learning) serves as the bases for acquiring knowledge and applying it to your future practice as a professional school counselor. Through your engagement in course activities, readings and course discussions you will develop an ongoing progressive case study, which demonstrates your application of course content to real world. This will involve periodic updates to the case scenario throughout the course that focuses on the individual, interpersonal and organizational dimensions of well-being address in this topic. Each candidate will submit 5 phases of a case after units 4, 7, 9 and 12 incorporating material from each of the units covered all the way. For each submission, use the Essential Questions from the units to update your case and describe how you would apply what you have learned. You will provide (a) relevant background information describing the individual in focus and their interpersonal, organizational and community contexts. Next you will describe (b) how you will apply the materials from each unit to the case particularly through the role of a school counselor. This will require to utilize materials and content from your other course in the program.

More details and an assignment rubric will be provided early in the term.

### *Case Presentation and Peer Feedback (10%)*

#### *Weekly readings*

Readings are required for the course and must be completed before each class meeting. See the Outline of Reading Assignments for details.

#### *APA style tutorial*

You will need to read and interact with a tutorial that will develop your capacity to read empirical research written in APA style. A tutorial may be found at:

<http://faculty.frostburg.edu/mbradley/journalarticles.html>

#### *Grading policy:*

The following scale is used to assign final grades:

Letter grade	Range	Letter grade	Range
A (95 points or above)	95% or above	C+ (77-79 points)	77-79%
A- (90-94 points)	90-94%	C (74-76 points)	74-76%
B+ (87-89 points)	87-89%	C- (70-73 points)	70-73%

B (84-86 points)	84-86%	D (60-69 points)	60-69%
B- (80-83 points)	80-83%	F (59 points or lower)	59% or below

**Course Outline:**

The following is the general structure and content of the course. The exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.

Week	Day/Date	Class Topics	Assignments Due
Pre-	Asynchronous*		
Week 1	Asynchronous	See LMS	<p>Green, A., &amp; Keys, S. (2001). Expanding the developmental school counseling paradigm: Meeting the needs of the 21st century student. <i>Professional School Counseling</i>, 5(2), 84-96.</p> <p>Prilleltensky, I. (2005). Promoting well-being: Time for a paradigm shift in health and human services. <i>Scandinavian Journal of public health</i>, 33(66_suppl), 53-60.</p>
	TBD	Intro to Well-Being	
Week 2	Asynchronous	See LMS.	<p>Prilleltensky, I., &amp; Prilleltensky, O. (2007). <i>Webs of Wellness: The Sites of Well-Being in Promoting well-being: Linking personal, organizational, and community change</i>. John Wiley &amp; Sons. (pg 3-30)</p> <p>Smith, L. C., &amp; Geroski, A. M. (2015). Decolonizing alterity models within school counseling practice. In <i>Decolonizing "multicultural" counseling through social justice</i> (pp. 99-116). Springer, New York, NY.</p>
	TBD	Threats and opportunities to Well-Being	ROWS Assessment
Week 3	Asynchronous	See LMS	<p>Duff, J., Rubenstein, C., &amp; Prilleltensky, I. (2016). Wellness and fairness: Two core values for humanistic psychology. <i>The Humanistic Psychologist</i>, 44(2), 127.</p>
	TBD	Justice as an opportunity for Well-being	EQ Case Study 1

<p>Week 4</p>	<p>Asynchronous</p>	<p>See LMS</p>	<p>Akos, P., &amp; Kretchmar, J. (2017). Gender and Ethnic Bias in Letters of Recommendation: Considerations for School Counselors (Featured Research). <i>Professional School Counseling, 20</i>(1), 102-113.</p> <p>Cabrera, N. L. (2017). White immunity: Working through some of the pedagogical pitfalls of “privilege”. <i>Journal Committed to Social Change on Race and Ethnicity, 3</i>(1), 78-90.</p> <p>McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. <i>Race, class, and gender in the United States: An integrated study, 4</i>, 165-169.</p> <p>Pinn, A. B. (2017). HUMANISM and the CHALLENGE of PRIVILEGE. <i>The Humanist, 77</i>(3), 22.</p>
	<p>TBD</p>	<p>Bias and Privilege as threat to Well-Being</p>	<p><i>Progressive Case Study Phase 1</i></p>
<p>Week 5</p>	<p>Asynchronous</p>	<p>See LMS</p>	<p>Mansfield, K. C., Fowler, B., &amp; Rainbolt, S. (2018). The Potential of Restorative Practices to Ameliorate Discipline Gaps: The Story of One High School’s Leadership Team. <i>Educational Administration Quarterly, 0013161X17751178</i>.</p> <p>Hurley, N., Guckenbug, S., Persson, H., Fronius, T., &amp; Petrosino, A. (2015). What Further Research Is Needed on Restorative Justice in Schools?. <i>WestEd</i>.</p> <p>Mallett, C. A. (2016). The school-to-prison pipeline: From school punishment to rehabilitative inclusion. <i>Preventing School Failure: Alternative Education for Children and Youth, 60</i>(4), 296-304.</p>
	<p>TBD</p>	<p>Restorative Justice</p>	

<p>Week 6</p>	<p>Asynchronous</p>	<p>See LMS</p>	<p>Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., ... &amp; van der Kolk, B. (2005). Complex Trauma. <i>PSYCHIATRIC ANNALS</i>, 35(5), 391.</p>
	<p>TBD</p>	<p>Trauma as a Threat to WB</p>	
<p>Week 7</p>	<p>Asynchronous</p>	<p>See LMS</p>	<p>Berardi, A., &amp; Morton, B. M. (2017). Maximizing Academic Success for Foster Care Students: A Trauma-Informed Approach. <i>JARI</i>, 10.</p> <p>Frydman, J. S., &amp; Mayor, C. (2017). Trauma and Early Adolescent Development: Case Examples from a Trauma-Informed Public Health Middle School Program. <i>Children &amp; Schools</i>, 39(4), 238-247.</p>
	<p>TBD</p>	<p>Trauma Informed Practice as an opportunity for Well-being</p>	<p>Progressive Case Study Phase 2</p>
<p>Week 8</p>	<p>Asynchronous</p>	<p>See LMS</p>	<p>Welton, A. D., &amp; Martinez, M. A. (2014). Coloring the college pathway: A more culturally responsive approach to college readiness and access for students of color in secondary schools. <i>The Urban Review</i>, 46(2), 197-223.</p> <p>Kouyoumdjian, C., Guzmán, B. L., Garcia, N. M., &amp; Talavera-Bustillos, V. (2017). A community cultural wealth examination of sources of support and challenges among Latino first-and second-generation college students at a Hispanic serving institution. <i>Journal of Hispanic Higher Education</i>, 16(1), 61-76.</p> <p>Negrón-Gonzales, G. (2017). Constrained Inclusion: Access and Persistence Among Undocumented Community College Students in California's Central Valley. <i>Journal</i></p>

			<p><i>of Hispanic Higher Education, 16(2), 105-122.</i></p> <p>Yavuz, O., Parzych, J., &amp; Generali, M. (2017). A Systematic Approach to Exploring College and Career Readiness Program Needs Within High-Poverty Urban Public Schools. <i>Education and Urban Society, 0013124517727054.</i></p>
	TBD	College Readiness as an opportunity for Well-being	
Week 9	Asynchronous	See LMS	<p>Hines, P. L., &amp; Lemons, R. W. (2011). Poised to Lead: How School Counselors Can Drive College and Career Readiness. K-12 Practice. <i>Education Trust.</i></p> <p>Pouyaud, J. (2016). For a psychosocial approach to decent work. <i>Frontiers in psychology, 7, 422.</i></p>
	TBD	Career Readiness as an opportunity for Well-being	Progressive Case Study Phase 3
Week 10	Asynchronous	See LMS	<p>Prilleltensky, I. (2014). Education as transformation. In <i>Psychology in Education</i> (pp. 17-35). Sense Publishers, Rotterdam.</p> <p>Smith, L., Davis, K., &amp; Bhowmik, M. (2010). Youth participatory action research groups as school counseling interventions. <i>Professional School Counseling, 14(2), 174-182.</i></p>
	TBD	Mapping Well-being part 1	
Week 11	Asynchronous	See LMS	<p>Ruglis, J., &amp; Vallée, D. (2016). Student disengagement as/and unfairness: Re-reading schools through photos. <i>Journal for Critical Education Policy Studies (JCEPS), 14(2).</i></p> <p>Borrero, N., &amp; Sanchez, G. (2017). Enacting culturally relevant pedagogy: asset mapping in urban classrooms. <i>Teaching Education, 28(3), 279-295.</i></p>

	TBD	Mapping Well-being part 2	Final SPECS Map
Week 12	Asynchronous	See LMS	
	TBD	Final Presentations and Goal Setting	Progressive Case Study Phase 4

### ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is [\(213\) 740-0776](tel:2137400776). The e-mail address is: [ability@usc.edu](mailto:ability@usc.edu). The website for DSP has additional information regarding accommodations and requests ([www.usc.edu/disability](http://www.usc.edu/disability)).

### Incompletes

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The university policy on incompletes is as follows (from the USC Catalogue):

*Conditions for Removing a Grade of Incomplete:* If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.

*Time limit for removal of an incomplete:* One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered “lapsed” and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

### **DISTANCE LEARNING**

This course is offered both online and on campus; the activities, expectations, and requirements are identical between the two versions. The online course is conducted through a combination of real-time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments online, in the field, and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates’ level of technical competence should include basic knowledge of the Internet. They should have an account on at least one site that allows people to interact with one another (e.g., Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums, and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video-record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, PowerPoint, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share their ideas, comments, and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student’s home page and in his or her calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly class-time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

### **In the Event of Technical Difficulties**

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the learning management system (LMS) once completed, load files onto a power drive, and keep a hard copy of papers and projects.

### **Standards of Appropriate Online Behavior**

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material or spam to the class or to use offensive language or online flaming. For more information, please visit:

<http://www.usc.edu/student-affairs/SJACS/http://www.usc.edu/student-affairs/SJACS/>

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## **EMERGENCIES AND COURSE CONTINUITY**

In case of emergency and when travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Although this course uses the 2SC LMS for online support, an emergency site for the course is also available through Blackboard ([blackboard.usc.edu](http://blackboard.usc.edu)). For additional information about maintaining classes in an emergency, please access

<https://learningdesign.usc.edu/emergency-preparedness/>

## **STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

### **Academic Conduct**

Plagiarism—presenting someone else’s ideas as your own, either verbatim or recast in your own words—is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards (<https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct: <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity (<http://equity.usc.edu>) or to the Department of Public Safety (<http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>). This is important for the safety of the whole USC community. Another member of the university community—such as a friend, classmate, adviser, or faculty member—can help initiate the report or can initiate the report on behalf of another person. The Center for Women and Men (<http://www.usc.edu/student-affairs/cwm/>) provides 24/7 confidential support, and the sexual assault resource center web page [sarc.usc.edu](http://sarc.usc.edu) describes reporting options and other resources.

### ***Support Systems***

A number of USC's schools provide support for students who need help with scholarly writing. Check with your adviser or program staff to find out more. Students whose primary language is not English should check with the American Language Institute (<http://dornsife.usc.edu/ali>), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs (<http://www.usc.edu/disability>) provides certification for students with disabilities and helps arrange the relevant accommodations.

Accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.