USC Rossier

Master's of Education/Post Master's Certificate in School Counseling
EDUC 511: Introduction to School Counseling

Syllabus

Units: 3

Individualized syllabus information will be provided on the LMS "Wall/Announcements" by the instructor, this includes: Faculty Name, Email, Phone, Office Hours, Biography; Section; Class Time; and Term Dates (including 3 weeks for individual meetings, student groups, etc. for the Spring/Fall semesters).

Student Tech Support 24 hours/day, 7 days/week:
mscstudentsupport@rossieronline.usc.edu
855-558-4531

INTRODUCTION AND PURPOSE

The purpose of this course is to help students recognize the role of a professional school counselor, the comprehensive school counseling program, and well-being within the context of a K-12 learning community. In addition, you should expect to be a part of experiences in this course that meaningfully engage you in contexts with racially diverse populations.

The purpose of the **Master of Education, School Counseling** program is to prepare highly skilled and proficient Professional School Counselors to facilitate K-12 social, emotional, and academic development in key areas including college and career readiness, restorative justice, and trauma informed practice. The program explores relevant challenges affecting today's schools, focusing on the well-being of the whole child which is aligned with the Rossier School of Education's broader mission of achieving educational equity. The curriculum is informed by professional competencies and standards put forth by the American School Counselor Association's (ASCA) National Model for School Counseling; Council for the Accredidation of Counseling and Related Education Programs (CACREP); and by critical research in the fields of counselor education, sociology, philosophy, education, and counseling and community psychology. Students in the program will gain theoretical and hands-on knowledge needed to become a School Counselor through the lens of modern school counseling techniques. Our faculty, candidates, staff, and alumni engage in ongoing critical reflection, problem solving, and candid communication on behalf of K-12 students, families, and other stake holders. The program will prepare students to:

- Provide academic and socioemotional counseling to students in K–12 settings.
- Support the whole child: socially, emotionally and academically.
- Coordinate school counseling goals to meet the needs of the students and organization.
- Employ decision-making and problem-solving for implementation and evaluation.
- Develop approaches to foster college access.

Well-being is a positive state of affairs in various domains of life, achieved by a good fit between what individuals need/can do and what the environment can provide. There are six domains of Well-being: Interpersonal, Communal, Occupational, Physical, Psychological, and Economical (ICOPPE) with a seventh domain of overall Well-being. There are 12 Essential Questions that we must ask ourselves to foster Well-being in our School Counseling students:

1. How can the role of the school counselor facilitate well-being?
2. How can the role of the school counselor impact the presence of risk and protective factors associated with well-being?
3. How can the role of the school counselor promote well-being, justice, and fairness on behalf of students and adult stakeholders (including self)?
4. How can the role of the school counselor address the impact of implicit/explicit bias and privilege on student and adult stakeholder well-being?
5. How can the role of the school counselor enhance well-being through restorative justice in schools with and without restorative justice programs?
6. How can the role of the school counselor facilitate well-being regarding awareness and efforts to address the impact of trauma in schools?
7. How can the role of the school counselor promote well-being through resilience and create trauma-informed schools?
8. How can the role of the school counselor enhance well-being through college readiness?
9. How can the role of the school counselor enhance well-being through career readiness?
10. How can the role of the school counselor facilitate critical hope?
11. How can the role of the school counselor map well-being for schools?
12. What goals will you set for the role of the school counselor for promoting well-being in schools?

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban

settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

LEARNING OUTCOMES/OBJECTIVES

Racial equity and inclusion are highly valued in the course, therefore, by the completion of this course, you will be able to:
1. Role: Articulate the role of the professional school counselor, the comprehensive school counseling program, and well-being within the context of a K-12 learning community.
2. Data: Effectively use data to plan, manage, and assess a comprehensive school counseling program.
3. Opportunities and threats: Identify opportunities and threats to well-being relating to the role of the school counselor and counseling program in a K-12 learning community.
4. Equity: Articulate opportunities to increase access and equity for all K-12 students.
5. Practice: Apply these articulations to real world case scenarios related to the practice of school counseling

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING PUPIL PERSONNEL SERVICES SCHOOL COUNSELING PROGRAM STANDARDS

SCPE1	SCPE 1: Foundations of School Counseling Professional Standards
1	Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems.
2	Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs.
4	Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.
SCPE3	SCPE 3: Student Academic Development
1	Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.
2	Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).
6	Knowledge and understanding of state and local academic standards, grading policies and state testing.
7	Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.

8	Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.

COURSE LOGISTICS

CLASS TIME

Per USC policy, courses must meet for a minimum of one 50 minute session per unit per week. For a 1-unit, 15 week course, the minimum contact hours for the semester are 750 minutes or 12.5 hours. Further, a 2-unit, 15-week course requires a minimum of 1500 minutes or 25 hours, a 3- unit, 15-week course requires a minimum of 2250 minutes or 37.5 hours, and a 4-unit, 15- week course requires 3000 minutes or 50 hours. In addition, for each unit of in-class contact time, the university expects two hours of out of class student work per week. https://arr.usc.edu/services/classroomscheduling/contacthours.html

Contact time will be met by a combination of synchronous activities (live class meetings, live office hours, guided student discussion, mediated student work groups) and online asynchronous learning (faculty and invited expert video lectures and moderated discussion forum). The course will be taught based on the "flipped classroom design" which means that learning is enhanced when working actively as opposed to listening passively (as in a lecture). In order to make as much time as possible for active work in class, we have pre-recorded the lectures. You will be expected to prepare for class by doing all the reading and watching all the videos before you come to class.

This class will convene for at least 12 synchronous online sessions through the LMS platform and attendance is required at every session. In addition, students are required to complete 12 asynchronous units over the course of this academic term. The LMS is the primary learning management system for this course. The LMS is where you will access your before- and after-class session course content, including discussion boards and any other activities. The LMS is also where you will upload your assignments and monitor your grades. The course may rely on additional technologies, including Zoom, Google Chat, Poll Everywhere, Voice Thread, Popplet, Jing, etc. Details about these technologies will be covered during class as appropriate.

PERSONAL PRESENTATION

Web-based programs define the area in view of the camera as part of the classroom. Students must therefore present themselves and their surroundings as though they are in a physical classroom. Casual public dress is the norm in the online classroom, which may differ from how individuals usually choose to dress in their home environment. Examples of inappropriate personal presentation include, but are not limited to:

- Inappropriate dress, such as revealing clothing, costume, pajamas, bathrobes, or swim attire
- Eating, drinking or smoking during class as these are distractions
- Engaging in a simultaneous activity (e.g., using a telephone, reading a book, knitting)
- Interacting with persons who are not part of the class
- Leaving/pausing the camera frequently or for an extended period of time
- Having other persons or pets in view of the camera
- Actively engaging in child care
- Behaving in an overtly inattentive manner

CHOICE OF LOCATION

Students are required to attend class in a location that allows for their full participation. Specifically, the student must be on camera in an environment that is free of auditory or visual distractions, and that allows for open participation in class discussions. Examples of inappropriate locations include, but are not limited to:

- Commercial establishments with loud background noise or visual distractions
- Nonquiet home areas in which the activities of other residents and/or pets are potential distractions
- Libraries in areas whose rules do not permit students to participate in conversations
- Parks or other outdoor areas that have high level of background noise
- Airports, aboard airplanes or other moving vehicles

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.

READINGS

The readings in this course aim to focus on racially, culturally, and linguistically diverse populations, as well as a range of topics pertaining to race. Required readings authored by scholars of color will also be a part of this course.

American Psychological Association (2019*). Publication manual of the American Psychological Association, 7th Edition.* Washington, D.C.: American Psychological Association.

ASCA (2019). ASCA national model: A framework for school counseling programs (4thed). Alexandria VA: Author. ISBN: 978-1-929289-59-2

Holcomb-McCoy, C., & Holcomb- McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press. ISBN-10: 1412941849

Kolbert, J.B., Rhonda L. Williams, R.L., Morgan, L.M., Crothers, L.M., & Hughes, T.L. (2016). *Introduction to professional school counseling: advocacy, leadership, and intervention.* New York: Routledge. ISBN-10: 0415746744

Additional readings may be required or recommended and will be found in [ARES](). The USC ARES is single-point access for students for online reserve services that can include articles from journals or periodicals or book chapters. Using ARES is a USC requirement to ensure no copyright violation. The following is required reading:

American School Counselor Association (2017). *ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student* [Brochure]. Author. Retrieved March 16, 2018, from https://schoolcounselor.org/asca/ media/asca/home/MindsetsBehav iors.pdf

Atkins, R. & Oglesby, A. Myth busters, *School Counselor, 53*(5). 12-17.

Liedtka, K. (2014). Six steps to a colossal career program, *School Counselor, 52*(2). 30-35.

ASSIGNMENTS

To meet the objectives of this course, candidates will complete assignments that may require case study analysis, synthesis, and application of and engagement with key concepts. Additionally, candidates will engage in discussions and reflection activities to expand their own perspectives and promote ongoing examination and evaluation. All written assignments must have a title page and reference page (these should not be included in page count) and must adhere to APA guidelines (e.g., double-spaced, 12-point, Times New Roman font, etc.). Students should follow APA Formatting and Style Guide https://owl.english.purdue.edu/owl/resource/560/01/ and note that the changes that were made in the 7th edition of the Guide in October 2019: https://www.scribbr.com/apa-style/apa-seventh-edition-changes/.
*This is your Portfolio Assignment which should be uploaded to your portfolio later in the program.
++These assignments meet the SCPE Candidate Standards/Expectations as listed in the Learning Outcomes/Objectives section of the syllabus.

ASSIGNMENTS	Name of Assignment	Details
ASSIGNMENT #1	Reflective Quickwrites++	There are 12 quickwrites due throughout this course. The expected minimum length is one page. You may receive up to 10 points each for a total of 120 points. The journals are intended to stimulate and facilitate self-exploration and to provide opportunities to apply practical school counseling skills and knowledge from class in advance of other graded assignments. The best journals will provide evidence of: ☐ responsiveness to the prompt ☐ exploration and examination of personal reactions, thoughts, and feelings, when called for ☐ the ability to envision how these skills and knowledge would apply in your everyday role as a professional school counselor
ASSIGNMENT #2	Program Assessment & Counselor Interview++	Each candidate will find a school counselor to interview about the ASCA National Model and his or her comprehensive school counseling program. The candidate will work with the counselor to complete the ASCA Program Assessment. The interview and findings of the assessment will be analyzed in a written summary about how you might improve the program including the following: 1) Information about the school including grade levels, total enrollment, demographics, and number of counselors/caseload 2) Three strengths of the counseling program 3) Three barriers preventing the school counseling program from fully implementing the National Model 4) Three ways in which you would strengthen the program. You might cite

		specific examples of programs you are familiar with or have learned about to address issues of equity and access 5) What data and processes the counselor uses to evaluate the effectiveness and future direction of the school counseling program.
ASSIGNMENT #3	School Counseling Program Case Study Final Paper & Presentation*++	This course is primarily based on the role of the school counselor and a comprehensive school counseling program within the context of a K-12 learning community. The examination of an effective school counseling program is conducted through a systematic, data-driven process that illuminates areas of strength and growth in addressing that expectation/opportunity/achievement gaps that characterize American schools. Through your engagement in course activities, readings, and course discussions, you will develop an ongoing case study of a school counseling program of your choice including a program audit, interview with a site counselor, and an analysis of areas of opportunity for and threat to well-being. Each candidate will submit a 5-page paper incorporating material from each of the units covered throughout the course and focusing on the school site used for the program audit assignment. The final paper will encompass the data provided from the audit, salient points of the counselor interview, and content from the various units addressing how the school counseling program addresses the needs and well-being of ALL students. Students should highlight (a) school site data, (b) data obtained through the program audit and counselor interview, and (c) site programs and practices (or absence thereof) that positively or negatively impact student outcomes and well-being. Results will be presented to the class during the last session.
ASSIGNMENT #4	Asynchronous Discussions/Assignments++	You are required to complete discussions and assignments for each unit of the course. As a part of your assignments, you are required to **reflect** meaningfully on your racial identities, prior socialization, and feelings of preparedness for citizenship and professional work in a racially diverse democracy as appropriate to the assignments.

ASSIGNMENT #5	Synchronous Participation++	You are required not only to complete the assigned readings, videos and other material **24 hours before** you come to synchronous class but to have spent some time critically considering the material. You each are an important part of the classroom experience, and are expected to contribute to discussions and to challenge one another. Although some lecture will be necessary, we are more interested in expanding your minds than in simply repeating the information found in your readings. As a part of these sessions, you are required to **demonstrate** high levels of preparedness for professional work with racially diverse populations.
ASSIGNMENT #6	Course Reflection++	In a 1-2 page paper, think about what you're going to take away from this course as a budding school counselor: -How has this class contributed to you having an antiracist perspective? -How has this class empowered you to dismantle anti-Blackness in your community? -How has this class increased your self-awareness? -How has this class impacted your level of acknowledgement that racism exists? -How has this class stimulated you to learn more about systems that perpetuate inequity. -How has this class increased your commitment to talk about race with your school counseling students?

GRADING AND ASSESSMENT

GRADING
The final course grade will be computed from the assignments listed in the table below.

Assignment	Points	Due Date
ASSIGNMENT #1: Reflective Quickwrites (10 points x 120)	120	End of Each Unit
ASSIGNMENT #2: Program Assessment & Counselor Interview (10 points each)	20	End of Unit 6
ASSIGNMENT #3: Final Paper & Presentation (10 points each)	20	End of Unit 12
ASSIGNMENT #4: Asynchronous Discussion/Assignments (10 points for each Unit):	120	24 Hours Prior to Sync Session
ASSIGNMENT #5: Synchronous Participation (6 points for each Unit for 12 Units):	72	End of Sync Session
ASSIGNMENT #6: Course Reflection	0	End of Unit 12/Week 16
TOTAL POINTS	**352**	

Grading Scale

The final grade for this course will be determined using the following point scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-95%	94-90%	89-86%	85-83%	82-80%	79-76%	75-73%	72-70%	69-66%	65-63%	62-60%	59-0%

Assignment Submission Policy

All discussions and assignments will be penalized 10% for every 24 hour period that it is late and will not be accepted after the 7th day. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email BEFORE the deadline, in order to be given consideration. If you become ill or the victim of an emergency, please let your instructor know within 48 hours. The due date for ***asynchronous discussions*** is 24 hours prior to that Unit's synchronous class. For example, if Unit 2 starts on a Monday and the synchronous class is on a Thursday, then Unit 2 asynchronous work is due on Wednesday prior to that Thursday synchronous class. For Unit 1 asynchronous work, your Professor will determine if more time will be allotted for asynchronous work based on which day Unit 1 starts and which day is the synchronous class. The due date for ***assignments*** is at the end of each Unit. For example, if a Unit starts on a Monday, then it ends on Sunday and any specific assignment would be due that Sunday at 11:59pm PST.

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 (IN) 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 re-registering 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.

Participation and Discussions

As participants in both asynchronous discussion and synchronous sessions, you acknowledge that you 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.
3. Share your knowledge and be willing to ask questions if clarification is needed.
4. Seek to understand more than to be understood.
5. Thoughtfully consider the contributions of your peers.
6. Prepare for and commit to achieving the goals of each class session by completing assignments in a timely manner.

Professional Dispositions

In this class, as with all other counseling classes, it is integral and expected that students demonstrate the following professional performance dispositions:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Ability to give feedback constructively
6. Awareness of own impact on others
7. Ability to deal with conflict
8. Ability to accept personal responsibility
9. Ability to express feelings effectively and appropriately
10. Attention to ethical and legal considerations
11. Initiative and motivation

Integrity and Personal Development

Given the nature of this class, students are expected to exhibit personal and professional integrity by maintaining confidentiality for everyone in the class. It is also expected that students will participate in personal growth experience in the class and explore their roles as members within this process. This experience is integral to understanding and practicing the skills and process of counseling that are necessary for becoming an effective school counselor. Students may experience some discomfort exploring issues of personal development (even though students are asked to do this in a school setting). While personal disclosure will be a part of participation in your growth, each student should share only what they are comfortable with.

Gender Neutral/Gender Inclusive Pronouns

In addition, School Counseling students should at all times be considerate of gender neutral/gender inclusive prounouns. A gender neutral or gender inclusive pronoun is a pronoun which does not associate a gender with the individual who is being discussed. While some transgender people disclose their transgender status to friends, family, and co-workers (or any combination thereof), some do not disclose that information. It should not be assumed that because a few people know of an individual's transgender status that the individual has shared this information with others. As reinforced by the USC LGBT Resource Center, we must recognize and respect that choices around disclosure are complex, and will be unique to each individual and their situation. It is often also acceptable to use the third person plural (they, them, their, themselves) instead of the third-person singular (he/she, his/hers, him/her, himself/herself) when referring to someone who has not expressed a clear pronoun choice. **It is highly recommended that you include your pronouns on your communication devices such as Zoom, email, etc.**

So instead of…	you may use…	which is pronounced…
he/she	sie **zie**	"see" **"zie"**
him/her	hir **zir**	"here" **like "sir" with a "z"**
his/hers	hirs **zirs**	"here's" **like "sirs" with a "z"**
himself/herself	hirself **zirself**	"here-self" **Like "sir-self" with a "z**

Synchronous Participation

Students enrolled in this course are required to read *all* current assignments and complete all other exercise and projects required for each lesson BEFORE each class meeting where the lesson may be discussed and/or related material may be discussed. Please see the rubric below for course participation assessment. If it is necessary to be absent from class because of serious illness or an emergency, you are

responsible to master *all* information presented during your absence. Students are expected to collaborate with their peers to ensure that they have the information covered during the session they missed. Students who are consistently late or leave early will only be assigned partial attendance credit for that day. The following rubric provides a guide as to how course participation will be assessed:

	Active Participation 2	Moderate Participation 1	Low Participation 0
Preparation	Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most assignments and activities	Exhibits lack of preparation and non-completion of required assignments
Initiative	Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Engagement	Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furthers the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

Asynchronous Discussions

The purpose of discussions is to engage in meaningful dialogue about topics related to this course. This may include your thoughts, ideas, or level of understanding 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 ways to thoughtfully express your ideas. As participants, you acknowledge that you have joined a community that upholds the following norms that guide discussion and interactions in class:

Asynchronous Discussion Rubric and Course Assignments Rubric

The following rubric provides a *general guide* as to how Asynchronous Discussions and Course Assignments in this course will be evaluated, unless otherwise provided in this syllabus:

	Excellent	Acceptable	Unsatisfactory
Depth of thought	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Not evident that serious thought went into preparation or organization.
Connection to course materials	Assignment shows engagement with course readings and other relevant literature and	Some parts lack connection to course readings or other sources, or they are not	Fails to relate to course materials and other relevant literature.

	integrates this in an appropriate manner.	integrated in an appropriate way.	
Complete-ness	All parts of the assignment are done completely and according to guidelines.	All parts of the assignments or presentation are done completely—however, lacks adherence to guidelines in some areas.	Assignment is not entirely complete, and/or shows marked lack of adherence to guidelines.
Format	Writing is free of grammatical, spelling, and format errors and is consistent with APA guidelines.	Writing contains some errors in one or more of the areas related to format.	Writing contains significant format errors that detract from the meaning.

In the Event of Technical Breakdowns
Students may submit assignments to the instructor via e-mail by the posted due date. Remember to frequently back up your work, post assignments once completed, load files onto a power drive, and keep a hard copy of papers/projects.

STATEMENT FOR STUDENTS WITH DISABILITIES

Any student 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 the instructor as early in the semester as possible. DSP is open 8:30 a.m. - 5:00 p.m. (California time), Monday through Friday. The phone number for DSP is (213) 740-7766.

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 Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/scampus-part-b/. 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.

SUPPORT SYSTEMS
Student Assistance Program – (800) 456-6327 – 24/7 on call
https://www.perspectivesltd.com/
This is a benefit available to you as an online School Counseling student through Perspectives, LTD., an external Student Assistance Program. Perspectives provides free confidential support through a variety of services, helping students balance academic demands with the challenges of daily life. These services include short-term telephone consultations and referral to specialists, as well as a host of online resources. This benefit can help students resolve stressful personal and family issues, or direct them to legal, financial, or child care resources when they need them most. Some common topics are mental health, family issues, financial and legal resources, addictions, and elder and child care resources, among many others. Additional highlights of Perspectives include: 1) No cost to students and their family members. If a student is referred to an outside resource for additional support, Perspectives will advise the student about potential costs and whether they may be covered by their insurance. 2) Confidential 24/7 telephone consultation at 800-456-6327. 3) Opportunity to connect with a master's or doctorate-level counselor. Please note that due to services provided being confidential, Perspectives does not communicate to USC or relay information of any kind; therefore, the student may still need to notify additional points of contact

such as their professors, Academic Advisor, or Student Success if they have any academic concerns. **For more information, you should visit [Perspectives Online](#), and log in using Username: USCRossier and Password: perspective.** If you have any questions about Perspectives, please reach out to Student Success or Dr. Marsha Riggio – mriggio@usc.edu.

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students who are in the Los Angeles area, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 (800) 348-7454, (213) 740-2500
eeotix@usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care.report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu
Non-emergency assistance or information.

COURSE CALENDAR

Definition of Unit: The first day of the semester is the first day of Unit 1, not the first synchronous class. For example, if the semester starts on a Monday, then Unit 1 starts on that Monday and ends on Sunday.

Semester Weeks
> *Spring and Fall* courses run for 16 weeks with 12 units during the semester. These semesters include a final reflective week and three separate weeks, spread out throughout the semester, dedicated to individual meetings, office hours, study groups, etc. The professor will determine which three weeks these will be and if the Unit prior to one of these three weeks will be extended for two weeks or remain as one week. A non-graded Course Reflection Assignment will be completed during Week 16.
>
> *Summer* courses run for 12 weeks with 12 units during the semester. A non-graded Course Reflection Assignment will be completed during Unit 12.

	Unit Topics	Readings	Assignment Due
Unit 1	History and Trends	Kolbert, J. B., & Kolbert, J. B. (2016). History and Trends in the School Counseling Profession.	
Unit 2	Professional Identity	Kolbert, J. B., & Kolbert, J. B. (2016). Professional Identity of School Counselors and the American School Counselor Association National Model. ASCA National Model (2019): The ASCA National Model Four Componenets American School Counselor Association (2017). *ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student* [Brochure]. Author. Retrieved March 16, 2018, from https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf	
Unit 3	Social Justice	Kolbert, J. B., & Kolbert, J. B. (2016). Social Justice, Advocacy,Collaboration Leadership, and Systemic Change ASCA National Model (2019): Define Component Holcomb-McCoy, C., & Holcomb-McCoy, C. (2007). School	

		Counseling within the Context of Social Justice.	
Unit 4	Accountability	Kolbert, J. B., & Kolbert, J. B. (2016). Management and Accountability. ASCA National Model (2019): Manage Component Holcomb-McCoy, C., & Holcomb-McCoy, C. (2007). Collecting and Using Data. Atkins, R. & Oglesby, A. Myth busters, *School Counselor, 53*(5). 12-17.	
Unit 5	Curriculum	Kolbert, J. B., & Kolbert, J. B. (2016). School Counseling Core Curriculum. ASCA National Model (2019): Deliver and Assess Components	
Unit 6	Consultation	Kolbert, J. B., & Kolbert, J. B. (2016). Consultation and Collaboration. Holcomb-McCoy, C., & Holcomb-McCoy, C. (2007). Consultation. Holcomb-McCoy, C., & Holcomb-McCoy, C. (2007). Connecting Schools, Families, and Communities.	Counselor Interview & Program Assessment Due
Unit 7	Development	Kolbert, J. B., & Kolbert, J. B. (2016). Academic Development. Holcomb-McCoy, C., & Holcomb-McCoy, C. (2007). Challenging Bias. Holcomb-McCoy, C., & Holcomb-McCoy, C. (2007). Coordinating Student Services and Support.	
Unit 8	Career Readiness	C Kolbert, J. B., & Kolbert, J. B. (2016). Academic Development. College and Career Readiness. Liedtka, K. (2014). Six steps to a colossal career program, *School Counselor, 52*(2). 30-35.	
Unit 9	Programs	C Kolbert, J. B., & Kolbert, J. B. (2016). Prevention/Auxiliary Programming. SEL Curriculum Article	

Unit 10	Exceptional Students	Holcomb-McCoy, C., & Holcomb-McCoy, C. (2007). Helping Students with Exceptionalities.	
Unit 11	Ethics	Kolbert, J. B., & Kolbert, J. B. (2016).Legal and Ethical Concerns in School Counseling.	
Unit 12	Wrap Up Course Reflection		Final Paper & Presentation Due Course Reflection Assignment (Summer Only)
Spring and Fall Classes Only			
Week TBD	Individual meetings, office hours, study groups, etc.		
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Week 16	Course Reflection		Course Reflection Assignment