

CHICAGO STATE UNIVERSITY

I. Introduction to School Counseling

Psychology 5600.51

Fall 2009

II.

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III. Attendance Policy:

Attendance for this on-line course is measured by your timely participation in the discussion boards at least two times a week, as well as submitting assignments and taking tests on time. The class will have regular assignment due dates that must be met. All assignments are individual and not group projects. Students must only submit their own personal work for the class. This should not be thought of as an independent study course where one works at their own pace and sets their own deadlines. Class assignments, except for course discussions, will be completed at www.csu.edu Blackboard site for this class. You will need to check the course materials, documents, and announcements at least twice a week on the CSU Blackboard, as well as regularly checking your CSU e-mail. All e-mails will use the CSU e-mail system only, so be sure to know your password.

Points will be deducted from your final grade, if you do not contribute to class discussions at least twice a week or if assignments or tests are not completed at the due date. You will not be able to submit assignments or tests past the due date, so please inform the instructor if you are unable to meet deadlines for any reason (including illness or family emergency as well as any technical problems). Students may be dropped from the course if they do not participate in the class for two weeks (starting with the second week of class, 9/1-9/7, following University policy. Please note, It is the student's responsibility to drop this course, if you unable to meet the requirements

IV. ADA Policy:

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisites:

Completion of program prerequisites or concurrent enrollment and admission into the counseling masters degree program.

VI. Conceptual Framework:

The College of Education and the Department of Psychology's conceptual framework serves as the model for preparing all candidates to succeed in serving urban populations. This preparation is characterized and distinguished by five core themes. (1) Partnerships with the education community, (2) assessments of teaching and learning that are consistent and frequent, (3) contextualized teaching experiences, (4) technology-integrated curricula and instructional delivery and (5) standards-based teaching and learning.

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in

large cities will also be effective in other, less challenging settings.

This course draws upon the conceptual framework in that students are assessed throughout the semester with both formal and informal measures. This is implemented to engage the students in understanding the material and the application of the lessons. Technology is integrated into the curriculum to draw from external sources and become familiar with on-line technology. Cognitively challenging standards are set to motivate the students to develop an understanding of the professional responsibilities of a school counselor.

VII. Course Description:

Introduction to the role and function of a school counselor within a school setting drawing from a theoretical and developmental perspective. Examines all aspects of professional functioning including, history, organizational structure, ethics, standards, and credentialing.

VIII. Method of Instruction:

Course will include: didactic lectures, course discussion, guest lectures, review of documents and films posted on Blackboard, group activities, research paper instruction and instruction to the integration of evidence-based practice in paper and clinical work

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at www.csu.edu), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, course documents, videos, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

- 1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.***
2. Students will demonstrate knowledge in assessment, research, and evaluation.
3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.
4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.
- 5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.***
6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.
7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.
8. Students will be prepared for employment as a counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

X. Course Objectives and Student Outcomes:

Students will meet the following objectives:

- a. To know the history and philosophy of the school counseling profession;
- b. To understand the professional roles, functions of school counselor, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. To identify school counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. To demonstrate self-care strategies appropriate to the school counselor role;

- e. To know counseling supervision models, practices, and processes;
- f. To understand school counseling professional organizations, including membership benefits, activities, services to members, and current issues;
- g. To explain professional credentialing of school counselors, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. To know the role and process of the professional school counselor advocating on behalf of the profession;
- i. To identify advocacy processes needed to address public mental health policy, financing, regulatory processes, as well as institutional and social barriers that impede access, equity, and success for clients;
- j. To apply the ethical standards of school professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- k. To understand multicultural/pluralistic trends and theories of multicultural counseling, identity development and social justice
- l. To understand the influence of multiple factors that may affect personal, social, and academic functioning of students.
- m. To understand systems theories, models, and processes of consultation in school system settings.
- n. To recognize the importance and application of research (including needs assessment and program evaluation) in the school counseling
- o. To apply current models of school counseling programs such as the ASCA model and their integral relationship to the total educational program.
- p. To understand the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development as well as recognizing wellness and prevention as counseling goals
- q. To understand the relationship of the school counseling program to the mission of the school.
- r. To apply the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote academic success, and prevent students from dropping out of school.
- s. To understand curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.
- t. To understand the importance and to apply collaborative strategies with the school – family- community and to empower parents to act on the behalf of their children
- u. To know how to apply various peer programming interventions.
- v. To understand the school counselor's roles as system change agent and role in student assistance programs, school leadership. Curriculum, and advisory meetings.
- ww. To understand the overall educational system and methods for providing systems support

X. Assessments/Student Outcome Measures

Course Objectives	Measures of Objectives	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School ISBE = IL State Board of Education
a. To know the history, philosophy, and trends of the school counseling and educational systems	Reading, exams	CACREP = 1a SC = A1 ISBE = 16
b. To understand the professional roles, functions of school counselor, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications and relationship to roles of other school professionals and support personnel as well as strategies to enhance teamwork within school and larger community.	Reading, discussions, assignments, exams	CACREP = 1b SC = A3, M2 ISBE = 3
c. To identify school counselors' roles and responsibilities as collaborative members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event	Reading, discussions, exams	CACREP = 1c SC = M7
d. To demonstrate self-care strategies appropriate to the school counselor role	Reading, assignments, exams	CACREP = 1d
e. To know counseling supervision models, practices, and processes	Reading, discussions, exams	CACREP = 1e
f. To understand school counseling professional organizations, including membership benefits, activities, services to members, and current professional issues	Reading, discussions, assignments, exams	CACREP = 1f
g. To explain the professional preparation standards and credentialing of school counselors, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Reading, exams	CACREP= 1g SC = A4
h. To know the role and process of the professional school counselor advocating on behalf of the profession	Reading, discussions, assignments, exams	CACREP = 1h
i. To identify advocacy processes needed to address public mental health policy, financing, regulatory processes, as well as institutional and social barriers that impede access, equity, and success for clients	Reading, discussions, exams	CACREP = 1i
j. To apply the ethical standards of school counseling professional organizations and credentialing bodies, and applications of ethical and legal considerations in school counseling	Reading, discussions, assignments, exams	CACREP = 1j SC = A2, B1
k. To understand the multicultural/pluralistic trends and theories of multicultural counseling, identity development and social justice	Reading, discussions, assignments, exams	CACREP = 2a, 2c

l. To understand the influence of multiple factors that may affect personal, social, and academic functioning of students.	Reading, discussions, assignments, exams	CACREP = SC = G1
m. To understand systems theories, models, and processes of consultation in school system settings.	Reading, discussions, assignments, exams	CACREP = 5f SC = M4
n. To recognize the importance and application of research (including needs assessment and program evaluation) in the counseling profession	Reading, discussions, assignments, exams	CACREP = 8a, 8d
o. To apply current models of school counseling programs such as the ASCA model and their integral relationship to the total educational program	Reading, discussions, assignments, exams	SC = A5
p. To understand the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development as well as recognizing wellness and prevention as counseling goals	Reading, discussions, assignments, exams	CACREP = 5a SC = A6 ISBE = 3
q. To understand the relationship of the school counseling program to the mission of the school.	Reading, discussions, assignments, exams	SC = K1
r. To apply the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote academic success, and prevent students from dropping out of school.	Reading, discussions, assignments, exams	SC = K2
s. To understand curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	Reading, discussions, assignments, exams	SC = K3
t. To understand the importance and to apply collaborative strategies with the school – family- community and to empower parents to act on the behalf of their children	Reading, discussions, assignments, exams	SC = M1, M5
u. To know how to apply various peer programming interventions.	Reading, discussions, assignments, exams	SC = M6
v. To understand the school counselor's roles as system change agent and role in student assistance programs, school leadership. Curriculum, and advisory meetings.	Reading, discussions, assignments, exams	SC = O4, O5
w. To understand the overall educational system and methods for providing systems support		ISBE = 12

Professional Standard Sets

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards (ISBE)

<<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP) <<http://www.cacrep.org>>

XI. Grading Policy:

A=	90-100%
B=	80-89%
C=	70-79%
D=	60-69%
F=	59% and below

Evaluation Criteria:

Students are expected to read the weekly assigned readings and the lectures on the www.csu.edu Blackboard site. Class discussions are based on the assigned readings and assignments will also be posted on the www.csu.edu blackboard website. Contributions to the discussion board should be made at least twice a week. All students are expected to contribute questions, comments, observations, personal views, and relevant experiences to the online discussions. The depth and evidence of familiarity of the readings will be assessed for the class participation grade. Your overall grade for the course is determined by the following criteria.

Class participation in the online course discussion	10 points
Chapter quizzes	10 points
Research Paper	80 points
Midterm Exam	100 points
Final Exam	100 points
Total	300 points

Examinations: (100 Points)

There will be two examinations. Both exams will consist of multiple choice, true and false, and short essay questions. Evaluation of the students progress will be evident from: (1) completion of the assigned readings and understanding of the topics covered, (2) mastery of skills based on the material taught in the course, and (3) evidence of the ability to critically examine and apply appropriately the theories and principles presented online through lecture and discussion.

Research Paper: (80 points)

Student scholars are required to submit a 10 page research paper on a topic selected from a chapter from the text or closely related area of interest. (Example: Counselors are consultants, types of assessment instruments, research on groups within schools, crisis counseling in schools, legal and ethical issues school counselors need to be aware of, evaluating school counseling programs etc...). The paper should be double spaced and follow APA publication guidelines. The paper must include at least 10 or more journal articles dating from 1995 or later. In addition, your paper should cite 5 or more online references. Papers are due on November 22, 2009 by 11:30 P.M. No late papers will be accepted.

The topic of you paper should be approved by the instructor by week six of the class.

Examples of acceptable professional Journals

Counselor Education and Supervision
Journal of Abnormal Psychology
Journal of Abnormal Child Psychology
Journal of Clinical Psychology
Journal of College Counseling
Journal of Counseling and Development
Journal of Behavior

Journal of Counseling Psychology
Journal of Multicultural Counseling and Development
Journal of Substance Abuse
Journal of Addiction
The Journal of Addictions and Offender Counseling
Measurement and Evaluation in Counseling and Development
Journal of Behavior
Journal of Adolescent and Adult Literacy
Journal of Applied Psychology
Journal of Social Psychology
Journal of Child and Family Studies
Journal of Children of Poverty
Journal of Cognition and Development
Journal of Educational Research
Journal of Family Therapy
Journal of Interpersonal Violence
Journal of Juvenile Law
Journal of Research in Childhood Education
Journal of Research on Adolescence
Journal of School Health
Journal of School Leadership
Journal of Secondary Leadership
Journal of Special Educational
Journal of School Psychology

Style: The paper should be written and documented in the style of the American Psychological Association Publication Manual, 6th Ed. A copy of this is available in the reference section of our campus library. All parts of the paper should be double-spaced. Websites with information about APA style are:

<http://webster.comnet.edu/apa/index.htm>

<http://www.uwsp.edu/psych/apa4b.htm>

<http://www.wooster.edu.psychology/apa-crob.html>

The following website describes the changes in the latest edition (6th) of the Publication Style Manual, which was recently published:

<http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Plagiarism: One significant misconception that students have is that rewriting something is not plagiarism, because “they are putting it in their own words.” However, if the source is not officially acknowledged, IT IS PLAGIARISM. Copying and pasting actually only accounts for small percentage of plagiarism. The majority of plagiarism is a result of text manipulation. Simply stated, plagiarism is using someone’s work without giving the appropriate credit. This can mean several things.

For examples, all of the following are considered plagiarism.

Copying and pasting text from on-line media, such as encyclopedias.

Copying and pasting text from any web site.

Transcribing text from any printed material, such as books, magazines, journals, encyclopedia, and newspapers.

Simply modifying text from any of the sources is plagiarism. For example, replacing a few words, using a thesaurus does not constitute original work.

Using another students’ work and claiming it as your own, even with permission, is academically unethical and is treated as plagiarism.

Any time you quote, summarize, or paraphrase; you must acknowledge the original source. Even if you summarize or paraphrase, you must acknowledge the original source, if you do not directly credit your sources through a citation you are plagiarizing.

The above information on plagiarism was taken from the following website. Please refer to this website for

more information on plagiarism.

<http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html>

Cheating/Plagiarism:

A grade of F will be given on any exam or assignments on which a student cheats. A student who is found guilty of copying will receive a grade of "F" on that assignment by the instructor. The university policy for plagiarism will be enforced.

NOTE: To assist in the identification of plagiarism, the research papers will be submitted to Turn-it-in through the CSU Blackboard section for this class. Turn-it-in identifies sections of papers that are taken directly from sources. Appropriate citations are needed for all such sections or the paper will be considered plagiarized.

XII. Required Textbook:

Schmidt, J.J. (2008). *Counseling in Schools. Comprehensive Programs of Responsive Services for All Students* (5th Edition). Boston, MA.: Pearson Education, Inc.

XIII. Required reading: Selected readings from articles made available by the instructor

XIV. Bibliography:

- American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.
- Barlow, D. H. (2008). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (4th Ed.). New York: Guilford Press.
- Bicknell-Hentges, L. & Lynch, J. (2006). Educational interventions for Post Traumatic Stress Disorder (PTSD) in urban students: Differentiating Attention Deficit Disorder (ADD) and other disorders from PTSD. *Illinois Schools Journal*, 85 (1), 35-52.
- Bicknell-Hentges, L. (2004). Teach me your world: Lessons in culture from a family in crisis. In LeCroy, C. & Daley, J. (Eds.), *Child and adolescent case studies*. Brooks-Cole/Wadsworth.
- Bicknell-Hentges, L. & Lynch, J. (2004). Helping families with Reunification: Returning a child to a less than perfect family. In LeCroy, C. & Daley, J. (Eds.) *Child and adolescent case studies*. Pacific Grove, California: Brooks-Cole/Wadsworth Publishing.
- Bowers, J., Hatch, T. (2009). *The ASCA national model: A framework for school counseling programs*, 2nd Edition. ASCA.
- Canino, I. A. & Spurlock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York: Guilford.
- Corey, G. & Corey, M. (2003). 6th Edition. *Issues and Ethics in the Helping Professions*.
- Gazda, G. M. et al. (1984). *Human relations development: A manual for educators*. Boston: Allyn and Bacon, Inc.
- Kazdin, A. E. & Weisz, J. R. (2003). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.
- Landreth, G.L. (2002). *Play therapy: The art of the relationship* (2nd Ed.). New York: Brunner Routledge.
- Lawson, D. M. (2009). Understanding and treating children who experience interpersonal maltreatment: Empirical findings. *Journal of Counseling and Development*, 87, (2), 204 – 215.
- MacCluskie, K.C. & Ingersoll, R. E. (2000). *Becoming a 21st century counselor: personal and professional explorations*. Pacific Grove, CA: Brooks/Cole.
- Patterson, A., Alcala, A., McCahill, M., & Edwards, T. (2006). *The therapist's guide to psychopharmacology: Working with patients, families and physicians to optimize care*. New York: Guilford.
- Pearce, J. W., & Pezzot-Pearce, T. D. (2007). *Psychotherapy of abused and neglected children*. New York: Guilford.
- Poussaint, A. & Alexander, A. (2000). *Lay My Burden Down: Unraveling Suicide and the Mental Health Crisis among African-Americans*. Boston: Beacon Press.
- Roberts, A. R., & Yeager, K. R. (Eds.). (2004). *Evidence-based practice manual: Research and outcome measures in health and human services*. New York: Oxford Press.

Robinson, T.L. & Howard-Hamilton, M.F. (2000). *The convergence of race, ethnicity and gender: Multiple identities in counseling*. Upper Saddle River, N.J: Prentice-Hall.

Somner, C. A. (2008). Vicarious traumatization, trauma-sensitive supervision, and counselor preparation. *Counselor Education and Supervision*, 48, (1), 61 – 71.

Stout, C. E., & Hayes, R.A. (Eds). (2005). *The evidence-based practice methods, models, and tools for mental health professionals*. Hoboken, NJ: Wiley.

Trolley, B.C., Mars, H.S. (2009). *A school counselor's guide to special education*. Corwin Press.

Weisz, J.R. (2004). *Psychotherapy for children and adolescents: Evidenced-based treatments and case examples*. Cambridge, UK: Cambridge University Press.

XIII. Course Calendar

Week	Topic: Readings and Other Assignments	Assignment/Assessment with Due Date/Session
1 8/25-8/31	Course Orientation Professional organization membership and benefits Professional credentialing, certification, accreditation and related public policy Counselors advocating for their profession The importance of research in advancing the counseling profession	Obtain text and set up csu e-mail
2 9/1-9/7	Counseling as a Profession History, philosophy, and trends in school counseling and educational systems Professional roles and relationships with other human service providers Self-care strategies for school counselors	Chapter 1 Take Chap. 1 quiz by 11:30 PM on 9/14
3 9/8-9/14	Diverse Students, Communities, and Schools Advocacy processes to address institutional and social barriers impeding client access, equity, and success Multicultural and pluralistic trends and diverse group characteristics Understanding personal attitudes, beliefs, and acculturative experiences that impact counseling diverse clients Theories of multicultural counseling, identity development, and social justice Wellness and prevention as desired counseling goals	Chapter 2 Take Chap. 2 quiz by 11:30 PM on 9/21

<p>4 9/15-9/21</p>	<p>The School Counselor and Program Leadership Enhancement of student development, learning, and well-being by school.-family-community collaboration Strategies to promote effective teamwork within school and community Strategies for working with families and communities to empower them to act on child's behalf Role of school counselor as change agent Role in student assistance programs, school leadership, curriculum, and advisory meetings</p>	<p>Chapter 3 Take Chap. 3 quiz by 11:30 PM on 9/28</p>
<p>5 9/22-9/28</p>	<p>Comprehensive School Counseling Programs ASCA and other current models of school counseling programs and relationship to total educational program Relationship of school counseling program to school academic mission Strategies, programs, practices to close the achievement gap, promote academic success, and prevent students from dropping out of school Curriculum design, lesson plan development, classroom management, and instructional strategies for teaching counseling- and guidance-related material</p>	<p>Chapter 4 Take Chap. 4 quiz by 11:30 PM on 10/5</p>
<p>6 9/29-10/5</p>	<p>Responsive Services of Comprehensive Program Counselors' roles and responsibilities on emergency management team during trauma-causing events School and community collaboration models for crisis/disaster preparedness and response</p>	<p>Chapter 5 Take Chap. 5 quiz by 11:30 PM on 10/12 Submit topic for research paper</p>
<p>7 10/6-10/12</p>	<p>Program Development Principles, models, and applications of needs assessment</p>	<p>Chapter 6 Take Chap. 6 quiz by 11:30 PM on 10/17</p>
<p>8 10/13-10/19</p>	<p>Midterm</p>	<p>Midterm Essay Exam (Chap 1-6 in text) Due by 11:30 PM on 10/19</p>
<p>Week</p>	<p>Topic: Readings and Other Assignments</p>	<p>Assessment/Assessment with Due Date/Session</p>
<p>9 10/20-10/26</p>	<p>Individual Counseling and Group Processes Peer programming interventions: mediation, mentoring, tutoring</p>	<p>Chapter 7 Take Chap. 6 quizzes by 11:30 PM on 10/26</p>

10 10/27-11/2	<p>Collaboration and Consultation</p> <p>Systems theories, models, processes, and strategies for consultation within the school setting</p> <p>Roles, functions, professional identity of school counselors in relation to other school professionals and support personnel</p>	<p>Chapter 8</p> <p>Take Chap. 8 quiz by 11:30 PM on 11/2</p>
11 11/3-11/9	<p>Student Appraisal</p> <p>Influence of factors (abuse, violence, eating disorders, ADHD, depression) on personal, social, and academic functioning of students</p> <p>Signs of substance abuse in students and their families</p>	<p>Chapter 9</p> <p>Take Chap. 9 quiz by 11:30 PM on 11/9</p>
12 11/10-11/16	<p>Educational and Career Development</p> <p>Impact of atypical growth and development, health and wellness, language, ability level, and resiliency on student learning and development</p>	<p>Chapter 10</p> <p>Take Chap. 10 quiz by 11:30 PM on 11/16</p> <p>Research Paper due by 11:30 on 11/22</p>
13 11/17-11/23	<p>Evaluation of School Counseling Programs</p> <p>Program evaluation and use of findings for program modifications</p>	<p>Chapter 11</p> <p>Take Chap. 11 quiz by 11:30 PM 11/23</p>
14 11/24-11/30	<p>Professional Ethics and Legal Issues</p> <p>Ethical standards of ACA, ASCA, and NBCC</p> <p>Adhering to legal and ethical considerations specific to school counseling</p>	<p>Chapter 12</p> <p>Take Chap. 12 quiz by 11:30 PM on 11/30</p>
15 12/1-12/7	<p>School Counseling Today and Tomorrow</p>	<p>Chapter 13</p> <p>Final Exam by 11:30 PM on 12/7</p>

Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University

A. *Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty:* Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in “Student Policies and Procedures”, article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.

C. *Policy on Unattended Children:* Unattended children are not allowed in Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.