

Summer 2024

CNS 749: School Guidance & Counseling

Lead Faculty: Dr. Tammy Cashwell

Email: cashweth@wfu.edu

Course Description

This course is designed to introduce students to the philosophy of a comprehensive, developmental K–12 school-counseling program and to the ASCA national model for school counseling programs. Students will be expected to demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. The emphasis will be on school counseling programs as critical components of the education enterprise, the planning and management of such a program, and the skills of school counselors.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Discuss the foundations of school counseling including the history and development of the profession, models of school counseling programs, and legislation and government policy relevant to school counseling. (CACREP 5.H.1, 6, 8, 19)
2. Identify legal and ethical considerations specific to school counselors. (CACREP 5.H.9, 10, 12, 14)
3. Understand school counselor roles as leaders, advocates, and systems change agents in P-12 schools. (CACREP 5.H.6-8)
4. Create school counseling program mission statements and objectives. (CACREP 5.H.4)
5. Discuss models of P-12 comprehensive career development and developmentally appropriate career counseling interventions and assessments. (CACREP 5.H.2)
6. Create a plan using school-based data for the design, implementation, management and evaluation of a school counseling program. (CACREP 5.H.5, 11-13, 15)

7. Address and advocate for equity in student achievement and college access. (CACREP 5.H.19)
8. Design a school counseling core curriculum, lesson plans, and classroom management strategies. (CACREP 5.H.5)
9. Identify qualities, principles, skills, and styles of effective leadership in schools and discuss competencies to advocate for school counseling roles. (CACREP 5.H.6-8)
10. Demonstrate an awareness of assessments specific to P-12 education. (CACREP 5.H.12)
11. Describe school counselor roles and responsibilities in relation to crisis. (CACREP 5.H.12-15)
12. Design, implement, manage, and evaluate transition programs, including college and career readiness and access. (CACREP 5.H.17-19)
13. Explain the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration and build effective working teams of school staff, parents, and community members to advocate for the academic, career, and personal/social development of students. (CACREP 5.H.10, 11)
14. Identify models of school-based collaboration and consultation. (CACREP 5.H.3)
15. Use data to advocate for programs and students. (CACREP 5.H.5-8)

Course Materials

Course materials refer **only** to the textbook(s), Course Reserves, WFU library readings, or scholarly articles. Refer to the course for **all other** instructional content (websites, lectures, videos, interactive activities, etc.)

Required Text(s)

- Wines, L. & Nelson, J. (Eds.). (2019). *School counselors as practitioners: Building on theory, standards and experience for optimal performance*. Routledge. ISBN: 978-1-138-03977-3 (hbk), ISBN: 978-1-138-03978-0 (pbk), ISBN: 978-1-315-17564-5 (ebk)
- American School Counselor Association (2020). *ASCA national model (4th ed.)*. ISBN: 978-1-929289-59-2

- American School Counselor Association (2016). [ASCA Ethical Standards for School Counselors \(PDF\)](#)[Links to an external site.](#).
- American School Counselor Association (2014). [Mindsets & Behaviors for Student Success \(PDF\)](#)[Links to an external site.](#).
- American School Counselor Association. (2014). [Mindsets & Behaviors: Program Planning Tool \(PDF\)](#)[Links to an external site.](#).

Additional Material

Webcam

Live Sessions

Students will find the day and time in the course:

- **Live Sessions:** Refer to the **Meet Your Lead Faculty** page under the Getting Started module for details.
- **Office Hours:** Refer to the **Meet Your Practitioner Instructor** page under the Getting Started module for details.

Live Sessions are not mandatory, but student attendance is encouraged.

Methods of Instruction

Instructional methods in this course include lectures, discussions, case studies, experiential activities related to course content, and other interactive activities.

Instructor Interactions

Apart from clinical courses, WFU online courses are primarily asynchronous in nature, meaning students and instructors can engage with the learning materials at different times. There are a few notable exceptions, however, such as live sessions, office hours, and triad work (skills courses). For the asynchronous portions of our courses, students interact with instructors through virtual discussion boards, weekly video and/or written announcements, email communications, and formative and summative feedback on assignments. For the synchronous portions of our courses, students interact with lead instructors in weekly, recorded live sessions, and with practitioner instructors in office hours. Regarding live

sessions, lead instructors meet virtually with students one hour per week in which they present on a topic related to the learning material for the week, as well as answer questions that students have about the course material or assignments. In office hours, practitioner instructors answer students' questions about course content and assignments. They also, at times, present on topics related to that week's lessons.

In clinical courses, instructors interact with students primarily through individual/triadic and group supervision sessions. Instructors also monitor students' time logs, review required practicum and internship documents, evaluate their counseling session recordings and writeups, and submit midterm and final evaluations related to students' counseling skills development, as well as their professional dispositions and behaviors development.

Assessments

This section provides an overview of the items due during this course. See the Course Schedule for additional details.

Discussions

Discussions serve as the main vehicle for communication between students in the class. Using the forums, information will be shared, concepts will be discussed, and opinions expressed.

Assignments

These are the assignments that will be completed and submitted throughout the duration of the course.

Assignment 1.1: Policy and Equity (CACREP 5.H.6, 11, 15, 16, 19) *Program Evaluation/Anthology Portfolio

For this assignment, students will identify 2 school district policies/legislation that might impede equity for all. Then they will list the policies and explain why they might impede equity.

Assignment 1.2: List Staff Development: Organizational Cultural Competence (CACREP 5.H.5, 11, 13, 15, 19) *Program Evaluation/Anthology Portfolio

For this assignment, students will list three main components that they would include in a staff development training to help school professionals understand the concept of organizational cultural competence.

Assignment 2.1: Mission Statement (CACREP 5.H.4) *Signature Assignment/Anthology Portfolio

For this assignment, students will use information from their Practicum or Internship site to create a school counseling mission statement.

Assignment 2.2: Large Group Lesson Plan (CACREP 5.H.5, 10, 11, 13-18) *Signature Assignment/Anthology Portfolio

For this assignment, students will create a Large Group Lesson Plan using a provided template. Students will use the age group that they are currently working with at their Practicum or Internship site and pick a topic that they would use at their site.

Assignment 2.3: Core Curriculum (CACREP 5.H.2, 5, 11, 13-19)

For this assignment, students will explore websites that sell pre-packaged core curriculum. Students will choose one curriculum, list its title and provide a brief description of the curriculum and the website where it can be found.

Assignment 3.1: Behavioral Intervention Plan (CACREP 5.H.3, 5, 9-18) *Program Evaluation/Anthology Portfolio

For this assignment, students will describe the steps students would take in completing a behavioral intervention plan for a student.

Assignment 3.2: 5-Minute Meeting Template for Middle School (CACREP 5.H.11, 12, 13)

For this assignment, students will create a 5-minute meeting template for middle school students based on provided templates for meetings with elementary and high school students.

Assignment 4.1: Explanation of Confidentiality (CACREP 5.H.6, 8-10, 12)

For this assignment, students will pick a developmental level of student that they might work with and explain confidentiality and its limits.

Assignment 4.2: Small Group Plan (CACREP 5.H.5, 8, 11, 12, 14-19)

For this assignment, student may use the small group assignment that they completed for CNS 742: Group Procedures in Counseling to complete the Classroom & Group Mindsets & Behaviors Action plan Template in reference to that group plan.

Assignment 5.1: Post-Secondary Resources (CACREP 5.H.17-19)

For this assignment, students will find and list websites for a few provided categories that will assist them in talking to students about post-secondary opportunities.

Assignment 5.2: Advocating for the Role of School Counselors (CACREP 5.H.6-8) *Program Evaluation/Anthology Portfolio

For this assignment, students will present the importance of what they do as a school counselor to their school district that is voting on whether school counselors should be mandatory or not.

Assignment 6.1: Use of Technology (CACREP 5.H.1-19)

For this assignment, students will list 2 components of Direct and/or Indirect Student Services that may be supported by technology and how the technology would be used.

Assignment 6.2: School Data Summary (CACREP 5.H.4-6, 8-19) *Signature Assignment/Anthology Portfolio

For this assignment, students will complete the School Data Summary Template using information from their Practicum or Internship site.

Assignment 6.3: Types of Assessments (Assignment 6.3: Types of Assessments (CACREP 5.H.5, 10-12) *Signature Assignment/Anthology Portfolio)

For this assignment, students will identify what types of assessments they will use to identify the use of time, student needs based on grades, attendance, and discipline as well as stakeholder feedback. Students will also identify who would provide the data and when they would collect it.

Assignment 7.1: Staff Development Topics (CACREP 5.H.3, 5-10, 13-17)

For this assignment, students will compile a list of 5 possible staff development topics relevant to their current Practicum or Internship placement.

Assignment 7.2: Staff Development Outline (CACREP 5.H.3, 5-10, 13-17)

For this assignment, students will choose 1 topic from their list in assignment 7.1 and complete an outline of a presentation for staff/faculty development.

Assignment 7.3: Ethical Decision-Making Model (CACREP 5.H.9-14)

For this assignment, students will review a case study and describe the course of action they would take with a student's situation using the Ethical Decision Making model.

Student Learning Outcomes / Key Performance Indicators

There are 8 assignments (4 signature assignments and 4 program evaluation assignments) that are to be submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program. The signature assignments are the Mission Statement, the Large Group Lesson, the School Data Summary, and Types of Assessments. The program evaluation assignments are the Organizational Cultural Competency Staff Development, the Policy and Equity, the Behavioral Intervention Plan, and the Advocating for the Role of the School Counselor. These assignments will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). The student learning outcome on which you will be evaluated for these signature assignments is IX.a: Students demonstrate knowledge and skills associated with designing, delivering, and evaluating school counseling programs that integrate and support the school's overall mission.

Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

Late Work

Students are encouraged to make the same effort to submit all assignments on time that they would use in the workplace. It is, however, understood that sometimes circumstances arise that are beyond our control. To request an extension, students should contact their Lead Faculty as soon as a problem is identified to provide details and determine a realistic deadline. Assignments submitted late without prior approval will not be eligible for full credit.

Unless arrangements have been made, students who submit late assignments will receive a **10% grade deduction for each day** beyond the due date.

Grading Policies

This table details the grade points and/or percentages of each assignment.

Grading

Assignment	Points Possible
Discussions	90
Assignments	450
Total	540

Grading Scale

This table lists the letter grade corresponding to ranges of points.

Final grading is at the discretion of the faculty.

Grading Scale

Letter Grade	Percentage
A	93–100
A-	90–92
B+	87–89
B	83–86
B-	80–82
C+	77–79
C	70–76
F	0–69

Academic Policies

Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty.

The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate Student Academic Honor Code \(PDF\)](#)[Links to an external site.](#).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or books during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- **Plagiarism** is the appropriating or passing off as one's work the writings, ideas, etc. of another. This includes (but not limited to) copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, as well as further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrollment, reinstatement, and student and faculty expectations, see the [Wake Forest University Student Handbook](#)[Links to an external site.](#).

Synchronous Class Recording Notice

In accordance with Wake Forest University's policy regarding class recordings, be mindful of this information:

- **Recording of Synchronous Class Sessions.** All or some in-person and synchronous classes may be recorded. Student images and voices may be captured in these recordings. Recordings will be available for viewing only by students enrolled in the class via Canvas or an alternative platform. The recordings are not available for download. No other recording, including by students, is permitted.
- **Recording Tails in Synchronous Class Sessions.** Synchronous class recordings may include events that happen before class officially begins or after it officially ends. Students should take care not to discuss any confidential matters during these periods of time.
- **Access to Recordings.** Students may access the class recordings made available to them solely for the purpose of participating in the course. The recordings may not be used by any person other than a student enrolled in the course or for any purpose other than to participate in the course. Students are prohibited from downloading or distributing any portion of the recordings for any purpose. Students should understand that technical problems or human error may prevent successful recording.
- **Copyright Notice.** Students are advised that Wake Forest University faculty members hold the copyright in their course materials. The University and the faculty have legal rights in class recordings.

Academic Engagement and Monitoring

It is very important that students actively engage in class discussions, and that students communicate in a timely manner with their instructors if unforeseen circumstances negatively affect their academic engagement. WFU monitors student academic engagement through student activity in the course, much of which can be monitored automatically in Canvas (e.g., logging into the course in Canvas, participating in discussion boards, submitting assignments, reviewing learning materials in the modules); attending live sessions, office hours, and individual/triadic/group supervision sessions; and communicating by phone or email with instructors. If an entire week passes without a student submission of an assignment and/or no contact is made with instructors, the following will occur:

- Lead/practitioner instructors or Financial Aid Office staff alert Department Officials that the student has stopped responding or submitting.
- The student services team will attempt to make contact through email and telephone.
 - While being contacted, faculty and student support staff will inform the student that, if they are not noted as participating by the end of the two week period, the Department will proceed with the withdrawal procedures.
- If the two-week mark is met with no activity and there has been no communication from the student, an email will be sent notifying them of administrative withdrawal from the Counseling Program, for lack of activity.
- If the student responds to the lead and/or practitioner instructors after the two-week mark, and expresses plans to continue in the course, the lead instructor will advise them and the PI about any deduction for late work and implications for any missing assignments. The student will again be considered active in the course.
- If the student responds and decides to withdraw, withdrawal procedures will be initiated. The student will be advised that their response to this email is time sensitive and must be received in the next 2 days.
 - If the student does not reply within that time frame, the withdrawal procedure will begin.
 - If the student becomes active in the course, an administrative withdrawal will not be initiated.

Technical Requirements

Identify the [minimum device configuration requirements](#)[Links to an external site.](#) for this institution.

Help Desk Support

Assistance to resolve technical problems is **available 24/7, 365 days a year.**

Students can access the Help Desk at: [Wake Forest Help Desk](#)[Links to an external site.](#).

Help Desk services are restricted primarily to problems associated with the functionality of the course delivery platform. Responsibilities include:

- Assisting students having difficulties accessing course email, the course itself, including discussion forums—such as the ability to view responses to comments posted in a forum—viewing multimedia files, submitting/posting assignments, and accessing quizzes.
- Support for basic hardware, software, ISP, and Internet browser issues.

Sometimes students may not be sure whether a problem they are having is caused by their computer system or the online learning management system. The Help Desk will help students figure out where the problem lies and attempt to resolve issues immediately. However, some highly advanced hardware issues may require additional assistance. If this is the case, the Help Desk may suggest seeking assistance from a local computer repair establishment.

Canvas Support

Call a Canvas Expert: 833.383.5792

For Canvas technical support, select the Help icon in the navigation bar, where students will find several options including:

- Call a Canvas Expert—phone support hotline
- Chat with Canvas Support—live chat for students and faculty
- Search Canvas Guides—answers to common questions
- Submit a ticket to Canvas Support

When submitting a ticket, be as specific as possible in the description of the issue. Include the name of the course and the date the issue occurred, the browser being used and, if possible, screenshots to help Canvas support personnel troubleshoot the issue and expedite service.

Note: Lead Faculty and PIs do not provide Canvas support.

AskDeac Help Desk

AskDeac services include most technology issues outside of the scope of course delivery. Common requests include assistance setting up a VPN, setting up a WFU Zoom account, using Google Drive, and resetting WFU email passwords.

Assistance to resolve technical issues is available through Email or Live Chat from 8:00 a.m. to 9:00 p.m. EST, Monday through Friday. Phone support is available from 8:00 a.m. to 5:00 p.m. EST, Monday through Friday.

Access AskDeac at: [AskDeacLinks to an external site.](#)

Diversity, Equity, and Inclusion

Wake Forest University is committed to supporting diversity, equity, and inclusion.

The [Office of Diversity and InclusionLinks to an external site.](#) provides campus resources such as the Intercultural Center, LGBTQ Center, Women's Center, and more. Locate these on the webpage under Affinity & Support.

To learn more about WFU's commitment to diversity, equity, inclusion read the [Non-Discrimination StatementLinks to an external site.](#) and policy on [Non-Discrimination on the Basis of DisabilityLinks to an external site.](#)

Pro Humanitate - As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of Pro Humanitate. In each of our classes (graduate, undergraduate, face-to-face and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the [Realizing Inclusion, Diversity, and Equity \(R.I.D.E.\)Links to an external site.](#) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

Accessibility and Special Accommodations

Wake Forest strives to provide equal access for all learners. Learning content contained within the Canvas Learning Management System is designed to meet the Web Content Accessibility Guidelines (WCAG) 2.1 AA developed by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act. Throughout our course development process, we test the capabilities of our learning content against these standards.

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive.

Along with the mission of the Division of Student Life, Disability Services exists to enable students with disabilities to experience equal access to the academic, social, and recreational activities and programs at Wake Forest University. To achieve this goal, the [Center for Learning, Access, and Student Success \(CLASS\)Links to an external site.](#) is available to offer academic support for all Wake Forest Students. CLASS staff works with students, faculty, and staff to implement services and accommodations that are in accordance with both state and federal laws and our own commitment to this goal.

If a student has a disability that may require an accommodation for taking this course, use the Student Portal Login located on the [Center for Learning, Access, and Student Success \(CLASS\)Links to an external site.](#) website. Alternatively, contact the Center for Learning, Access, and Student Success at the contact information provided.

Contact Information:

118 Reynolda Hall, WFU
Winston-Salem, NC, 27109
Phone: 336-758-5929
Email: class@wfu.edu

Emergency Contingency Plan

Disaster Planning/Catastrophic Event Policy: In the event the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons and adhere to the due dates of assignments and discussions. The instructor will be available by email or by phone, unless the internet or phone is inaccessible.

Course Schedule

The course week runs from Monday (Day 1) to Sunday (Day 7). Due dates for assignments and discussions are stated in day numbers. **Unless otherwise noted**, all assessments are due by 11:59 p.m. E.T. on the designated day.

There will be Live Sessions and Office Hours each week **unless otherwise communicated**. Students will find the day and time in the course:

- **Live Sessions:** Refer to the **Meet Your Lead Faculty** page under the Getting Started module for details.
- **Office Hours:** Refer to the **Meet Your Practitioner Instructor** page under the Getting Started module for details.

Please Note: Readings refer **only** to the textbook(s), Course Reserves, WFU library readings, or scholarly articles. Refer to the course for **all other** instructional content (websites, lectures, videos, interactive activities, etc.)

Day 1: History of School Counseling, Cultural Competence, Implementing the School Counseling Core Curriculum

Lesson	Readings	Assignments
Lesson 1: History of School Counseling CACREP Standards: 5.H.1-6	None	None
Lesson 2: Cultural Competence CACREP Standards: 5.H.5, 6, 11, 13, 15, 16, 19	Read the following in your Wines & Nelson textbook: <ul style="list-style-type: none"> • Chapter 1, How Culturally Competent Is Your School? 	Assignment 1.1: Policy and Equity (Due Day 7) Assignment 1.2: List Staff Development: Organizational Cultural Competence (Due Day 7)
Lesson 3: Implementing the School Counseling Core Curriculum CACREP Standards: 5.H.2, 5, 10, 11, 13-19	Read the following in your Wines & Nelson textbook: Chapter 2, Implementing the School Counseling Core Curriculum	Assignment 2.2: Large Group Lesson Plan (Due Day 7) Assignment 2.3: Core Curriculum (Due Day 7)

Day 2: Overview of the ASCA National Model

Lesson	Readings	Assignments
Lesson 1: Overview of the ASCA National Model CACREP Standards: 5.H.1-19	Read ASCA National Model: A Framework for School Counseling Programs, 4th ed.	Assignment 2.1: Mission Statement (Due Day 7)

Day 3: Individual Student Planning, Responsive Services, Individual Counseling, Group Counseling

Lesson	Readings	Assignments
Lesson 1: Individual Student Planning CACREP Standards: 5.H.3, 5, 10-18	Read the following in your Wines & Nelson textbook: <ul style="list-style-type: none"> Chapter 3, Individual Student Planning 	Assignment 3.1: Behavioral Intervention Plan (Due Day 7) Assignment 3.2: 5-Minute Meeting Template for Middle School (Due Day 7)
Lesson 2: Responsive Services CACREP Standards: 5.H.3, 6, 9, 10, 14	Read the following in your Wines & Nelson textbook: <ul style="list-style-type: none"> Chapter 4, Responsive Services 	None
Lesson 3: Individual Counseling CACREP Standards: 5.H.6, 8, 9, 10, 12	Read the following in your Wines & Nelson textbook: Chapter 5, Individual Counseling Sessions	Assignment 4.1: Explanation of Confidentiality (Due Day 7)
Lesson 4: Group Counseling	Read the following in your Wines & Nelson textbook:	Assignment 4.2: Small Group Plan (Due Day 7)

Lesson	Readings	Assignments
CACREP Standards: 5.H.5, 8, 11, 12, 14-19	Chapter 6, Group Counseling	
Lesson 5: Collaboration & Consultation CACREP Standards: 5.H.3, 10	Read the following in your Wines & Nelson textbook: Chapter 7, Collaboration and Consultation	None

Day 4: Careers, Advocating, Technological Application

Lesson	Readings	Assignments
Lesson 1: Careers—Post- Secondary Opportunities CACREP Standards: 5.H.17-19	Read the following in your Wines & Nelson textbook: <ul style="list-style-type: none"> • Chapter 8, Post- Secondary Opportunities 	Assignment 5.1: Post- Secondary Resources (Due Day 7)
Lesson 2: Advocating for Appropriate Roles CACREP Standards: 5.H.6-8	Read the following in your Wines & Nelson textbook: <ul style="list-style-type: none"> • Chapter 9, Advocating for Appropriate Roles 	Assignment 5.2: Advocating for the Role of School Counselors (Due Day 7)
Lesson 3: Technological Application and Appropriate Uses CACREP Standards: 5.H.1-19	Read the following in your Wines & Nelson textbook: Chapter 10, Technological Application and Appropriate Uses	Assignment 6.1: Use of Technology (Due Day 7)

Day 5: Data & Assessment, Leadership, Professional Issues

Lesson	Readings	Assignments
Lesson 1: Data and Assessment in School Counseling CACREP Standards: 5.H.4-6, 8-19	Read the following in your Wines & Nelson textbook: <ul style="list-style-type: none">• Chapter 11, Data and Assessment in School Counseling	Assignment 6.2: School Data Summary (Due Day 7) Assignment 6.3: Types of Assessments (Due Day 7)
Lesson 2: School Counselor Leadership CACREP Standards: 5.H.3, 5-10,13-17	Read the following in your Wines & Nelson textbook: <ul style="list-style-type: none">• Chapter 12, School Counselor Leadership	Assignment 7.1: Staff Development Topics (Due Day 7) Assignment 7.2: Staff Development Outline (Due Day 7)
Lesson 3: Professional Issues in School Counseling CACREP Standards: 5.H.9-14	Read the following in your Wines & Nelson textbook: Chapter 13, Professional Issues in School Counseling	Assignment 7.3: Ethical Decision-Making Model (Due Day 7)