Chaminade University of Honolulu
Master of Science in Counseling Psychology
Course Syllabus
[Chaminade University Honolulu](https://chaminade.instructure.com/)
3140 Waialae Avenue - Honolulu, HI 96816

Course Number: PSY-501
Course Title: The School Counselor in an Educational Context
Term: Winter 2026
Class Meeting Days: Online
Course Website Address (Canvas): https://chaminade.instructure.com/

Instructor Name: Kacie Cohen, LMHC, NCC
Email: Kacie.Cohen@Chaminade.edu
Phone: 808-735-4745
Office Location: Behavioral Sciences Bldg #108
Office Hours: By appointment only

Instructor Availability:
Questions for this course can be emailed to the instructor at Kacie.Cohen@Chaminade.edu. Online and phone conferences can be arranged. Response time will take place up to 24 hours during weekdays. Weekend or holidays emails will be addressed the next business day.

Required Text:
Erford, B. T. (2018). Transforming the school counseling profession (5th ed.). Pearson.
Suggested Learning Materials: The ASCA National Model, fourth edition

Additional Required Learning Materials:
Instructor may include journal articles and other materials, such as websites, eBooks, applications, software, etc. Full text citations will be provided for materials offered. Minimal technology is required.

University Course Description
The scope of this course will be the development of skills and techniques for a counselor to assist teachers and students within a learning context, Pre-kindergarten to grade 12; assist teachers in classroom management; design, assess, implement and evaluate a school counseling and a school guidance program; create a curriculum for a school guidance program; and assess, evaluate, and interpret students' performance on tests within a PreK-12 educational environment.

MSCP Program Learning Outcomes:
1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

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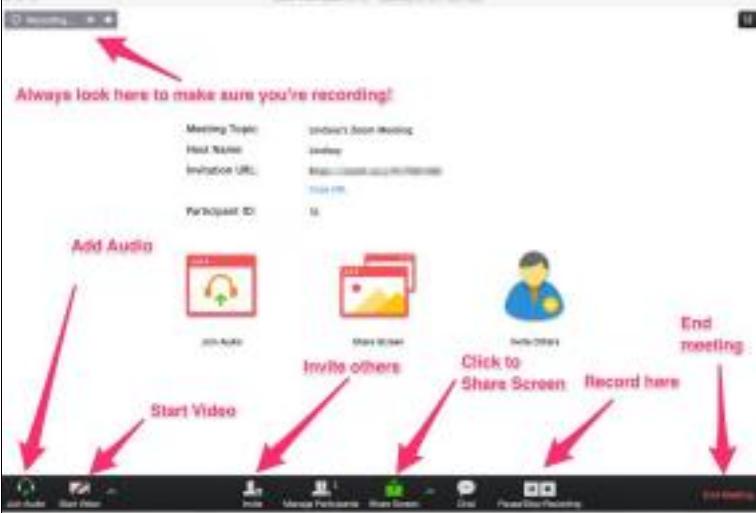
Course Learning Outcomes

1. Identify key milestones in the history of school counseling and recognize the structure and organization of the American education system. (PLO 2) Assessed by multiple choice questions in Quizzes & Final Exam.
2. Identify and differentiate between major motivation and learning theories related to behavior, cognition, and socialization as they apply to students in educational settings. (PLO 2) Assessed by Chapter Assignments and by multiple choice questions in Quizzes & Final Exam.
3. Demonstrate pedagogical skills, including culturally responsive classroom management strategies, development of a curriculum plan and guidance, and personalized instruction, incorporating the Hawaii State Department of Education's Six General Learner Outcomes and ASCA School Counselor Professional Standards & Competencies. (PLO 2,3) Assessed by Video Response Questions, Classroom Management Plan and Guidance Lesson Plan.
4. Identify emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response (PLO 2,4) Assessed by Chapter Assignments, Classroom Management Plan, Video Response Questions, and by Multiple Choice Questions in Quizzes & Final Exam.
5. Examine the professional ethical and culturally responsive behavior that reflects ASCA, the Hawaii Teacher Standards Board Code of Ethics, and relevant federal and state laws and district policies. (PLO 2) Assessed by Guidance Lesson and Video Response Questions.

Grading:

Assignments	Description	Points	CLO
Quizzes and Final Exam	Weekly Quizzes and Final Exam will consist of multiple choice questions that assess course and textbook learning outcomes.	7 Quizzes @ 20pts each 1 Final Exam @ 50 pts / Total 190 points	1,2,4
Chapter Reading Assignments and other course activities	Students will complete weekly chapter reading assignments, social and emotional learning lessons, video discussions, and course activities aligned with course learning outcomes. These assignments support the development of professional knowledge, counseling skills, and application of theory to school counseling practice.	10 points each	1,2,3,4
Guidance Lessons with Materials and Handouts	Using the ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student, you will create and present a video of yourself teaching your 2 guidance lessons. 1) K-5 (Social Emotional) 2) 6-8, or 9-12. (College and Career) The entire lesson from start to finish must be a minimum of 30 mins. Each guidance lesson will include elements of the	2 @ 50 Points each / Total 100 points	1, 5

	lesson concept, target, group, time, objectives, materials needed, procedures, and assessment (pre/post).
	
	Deliverables:
	   1) Typed out Lesson Plan *See examples and template
	   2) 1 Video recorded Guidance Lesson will be recorded and uploaded to Canvas, along with your lesson plan and handouts
	   3)
	*The written lesson plans should also include a follow up activity to indicate student learning. Each student will be graded according to their preparation, and the delivery of the lesson for the targeted grade level audience.
	
	You will use Zoom to video your online guidance lesson.
	*For help on Zoom Recording click on video:
	(https://youtu.be/lZHSAMd89JE).		

Classroom Management Plan & Presentation	This assignment focuses on creating a counseling informed, culturally responsive classroom management plan to support engagement, safety, and social emotional learning during classroom guidance lessons.	20 Points	1, 4

Grading:

A = 90% and above of total points

B = 80-89% of total points

C= below 80% of total points; not passing range

*Reminder that all assignments be submitted by the specified due date and time indicated in this syllabus or in the Canvas Modules. Please note that late submissions cannot be accepted unless a special arrangement has been made prior to the due date or test date. If you anticipate any extraordinary circumstances, I would greatly appreciate it if you notify and coordinate with me at least 48 hours before the deadline. Completing all assignments within the designated timeframe of this course is vital, as no work can be accepted after the final week of the term. If you have any inquiries or concerns regarding your assignments, please don't hesitate to contact me early in the term. I am here to provide support and assistance whenever needed.

Course Integration of Hawaii Counselor Standards
ASCA Standards for School Counselor Preparation Programs (ASCA CAEP SPA) Accepted by CAEP 2019

Learner and Learning
Standard 1. Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.
1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.
1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

Content
Standard 2. Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques and utilize relationship-building skills that are foundational to successful outcomes for students.

2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.
2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.
2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

Standard 3. Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social emotional development of all students.

3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

Instructional Practice

Standard 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve PreK attitudes, knowledge, and skills.

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

Professional Responsibility

Standard 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.

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6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.
6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

Standard 7. Ethical Practice. Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.
7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.
7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

Hawaii General Learner Outcomes:
1. Self-directed Learner (The ability to be responsible for one's own learning.)
2. Community Contributor (The understanding that it is essential for human beings to work together.)
3. Complex Thinker (The ability to demonstrate critical thinking and problem solving.)
4. Quality Producer (The ability to recognize and produce quality performance and quality products.)
5. Effective Communicator (The ability to communicate effectively.)
6. Effective and Ethical User of Technology. (The ability to use a variety of technol

Model Code of Ethics for Educators
Preface
The Model Code of Ethics for Educators (MCEE) supports the vision, core values, and mission of the board in fostering professional standards for teachers, not only with regard to academic rigor, but to include the highest ethical standards of professional conduct which foster commitment to students, the profession, and the community. This code is intended to advance the teaching profession and guide ethical understanding and decision making of P-12 educators in the State of Hawaiʻi.

See Link Model Code of ethics Principles: HTSB: Model Code of Ethics Principles

In part, engaging in the process of counseling is dependent upon understanding and applying the scientific method and evidence based research

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

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Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from: <u>Research Design And Counseling</u>

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from: <u>Research Method In Social Relations</u> Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from: <u>Methods In Behavioral Research</u>

Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quote was taken from: http://allpsych.com/researchmethods/replication.html

Canvas

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:
- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

CUH Services and Policies

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website (https://chaminade.edu/advising/kokua-ike/) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the

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Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy
 If you miss more than one class, you will be given a "C" and you must retake the class.
Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy
From the 2019-2020 Undergraduate Academic Catalog (p. 39):
Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: https://chaminade.edu/current-students/

Credit Hour Policy
The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This course carries 3 credit hours and entails 135 clock hours of student engagement, aligning with the official CUH Credit Hour Policy. For students enrolled in this course, approximately 40 hours will be dedicated to

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developing and the delivery of a classroom management plan and 2 Guidance Lessons. Additionally, there's an anticipated 95 hours of supplementary work, which includes 10 hours for videos and written responses, 40 hours for chapter readings and reviewing PowerPoints, 20 hours for chapter assignments, and 15 hours completing weekly Quizzes and a Final Examination. This supplementary workload averages around 9.5 hours per week.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. **Educate for Formation in Faith**

   Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. **Provide an Excellent Education**

   In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. **Educate in Family Spirit**
   Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. **Educate for Service, Justice, and Peace**
   The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. **Educate for Adaptation to Change**
   In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich

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educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton.

Each of these characteristics are integrated, to varying degrees, in this course.

Native Hawaiian Values
Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Course Schedule
*All course required assignments are aligned with the course learning outcomes and are clearly specified within each assignment, project, video discussion, quiz, and final exam found in Canvas. Students are encouraged to review the following schedule to plan effectively and ensure timely completion of all requirements by the stated due dates.

Week	Focus	Readings & Materials	Assignments, Quizzes, and Projects	Due Date
Week 1	Course Overview and Planning	Mindsets and Behaviors, Self-Regulation, Self-Reflection, Emotional Intelligence readings	Review: Guidance Lessons (2), Classroom Management Plan, SEL for Adults: Self Awareness and Self-Management, Reading Emotional Intelligence	**Plan for Projects' Due Dates**
Week 2	Foundations, Ethics, and Models	ASCA Standards, Model Code of Ethics, Chapter 1 and 2 PowerPoints	**Classroom Management Plan (20 pts),** Chapter 1 and 2 Assignment (10 pts), MTSS vs RTI Assignment (30 pts), Chapter 1 and 2 Quiz (20 pts)	**Jan 26, 2026**
Week 3	Leadership and School Counseling Roles	Chapters 3 and 4 PowerPoints, Social Emotional Leadership Framework	Chapter 3 and 4 Reflection (10 pts), Chapter 3 and 4 Quiz (20 pts), Video Discussion: How to Fix a Broken School (10 pts)	**Feb 2, 2026**
Week 4	Programming and Practice	Chapters 5 and 6 PowerPoints	Chapter 5 and 6 Reflection (10 pts), Chapter 5 and 6 Quiz (20 pts), A Day in the Life of a School Counselor Video Response (30 pts)	**Feb 9, 2026**
Week 5	Guidance Lesson Implementation	Chapters 7 and 8 PowerPoints	**K–5 Guidance Lesson Project**, Video and Paperwork (50 pts), Chapter 7 and 8 Reflection (10 pts), Chapter 7 and 8 Quiz (20 pts)	**Feb 16, 2026**
Week 6	Building Level Systems	Chapters 9 and 10 PowerPoints, Building Level Reading	Chapter 9 and 10 Reflection (10 pts), Chapter 9 and 10 Quiz (20 pts)	**Feb 23, 2026**
Week 7	Advanced Counseling Topics	Chapters 11 and 12 PowerPoints	Chapter 11 and 12 Reflection (10 pts), Chapter 11 and 12 Quiz (20 pts)	**Mar 2, 2026**
Week 8	Diversity and Career Guidance	Chapters 13 and 14 PowerPoints	Chapter 13 and 14 Activity (10 pts), Video Discussion: We Are All Different (15 pts), Chapter 13 and 14 Quiz (20 pts), **6–8 or 9–12 College and Career Guidance Lesson Project (50 pts)**	**Mar 9, 2026**
Week 9	Final Exam Review	Chapters 15–17 PowerPoints	Review for Final Exam	
Week 10	Course Completion	None	Final Exam PSY 501 (50 pts)	**Mar 20, 2026**

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