



## SYLLABUS

### EDUC 7302 Management of Counseling Programs

**SEMESTER: Fall 2019**

**Thursday 6:00 p.m.**

**PROFESSOR:** Dr. Samuel Garcia, LPC-S

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**OFFICE HOURS:** Monday-Sunday, 0700 am -10 pm. (Phone & Collaborate).

#### **Required Texts:**

Counseling: A Comprehensive Profession, 8<sup>th</sup> Edition  
Samuel T. Gladding, Wake Forest University, 2018. Pearson

ISBN-13: 978-0134460604

ISBN-10: 9780134460604

**Course Description:** An examination of the mission, philosophy, and function of counseling programs in schools, universities, and community agencies, with emphasis on program organization, administration, needs assessment, evaluation, legal and ethical issues, creating community coalitions and outreach, training support staff, and adopting and adapting culturally relevant prevention and intervention programs.

**Prerequisite:** The grade of B or higher in EDUC 5314 and have instructor's permission.

#### **Course Objectives**

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- ☉ Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ☉ Identify and utilize basic assessment principles related to standardized assessments and designing an appropriate treatment plan.

- ☉ Comprehend the role and function of the counselor in a variety of work settings.
- ☉ Know and apply the professional standards of practice and the relevant code of ethics.
- ☉ Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- ☉ Possess the knowledge and skills necessary to practice as a highly competent counseling professional.
- ☉ Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- ☉ Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ☉ Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

### **Modular Objectives:**

Upon successfully completing this course, students will be able to:

1. Construct a counseling program that promotes psychological health and personal empowerment for the clientele.  
*Assessment:* Program Binder to be turned in.
2. Gain knowledge of the services that are part of guidance counseling programs and how these services relate to the total educational goals of the educational system.  
*Assessment:* Program Binder, Discussion Board Assignments
3. Become familiar with the organizational principles of guidance such that an evaluation can be done to develop a guidance and counseling program for a school district.  
*Assessment:* Discussion Board Assignments
4. Discuss the role of the counselor in the school and agency or private practice setting and the role of ethics in these settings.  
*Assessment:* Discussion Board Assignments
5. Describe and discuss strategies for preventing professional burnout and maintaining professional wellness.  
*Assessment:* Discussion Board Assignments, Class Discussion

**Assessment of these objectives will be via demonstration as seen in:**

1. The actual program developed and written by each student.
2. Completion of posted Discussion Board assignments.
3. The exams on material from the text, class notes, and researched materials.

**DOMAIN I**

*Competency 002 (Student Diversity)*

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

*Competency 003 (Factors Affecting Students)*

The school counselor understands factors that may affect students' ability to achieve their potential.

**DOMAIN II**

*Competency 004 (Program Management)*

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

*Competency 005 (Developmental Guidance Program)*

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

*Competency 006 (Counseling)*

The school counselor understands how to provide effective counseling services to individuals and small groups.

**DOMAIN III**

*Competency 008 (Collaboration with Families)*

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

*Competency 009 (Collaboration with Others in the School and Community)*

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

*Competency 010 (Professionalism)*

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

### **Course Structure and Methods of Evaluation:**

This course will be taught as a graduate course, with lecture and group collaborative discussion, small group exercises, video reflections, oral presentations and reflective writing. It is expected that students will have read all readings and be prepared to engage in a conversation regarding main points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thought, integrate information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

**Grading System:** The final grade will be determined on the basis of achievement of student learning outcomes and fulfillment of course expectations.

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

**Collaborate Enhanced Video Interaction:** 15 points

**Mid-Term Exam:** 15 points

**Final Exam:** 20 Points

**Discussion Board:** 20 points

**Program Binder:** 30 points

### **Collaborate Enhanced Video Interaction:**

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical; it will enhance your critical thinking/reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The spirituality experiences communicated by students add tremendously to everyone's learning in class. Our live **Enhanced Collaborative Streaming** interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the **Adobe Flash Player** loaded into your personal computer. **The IT department has suggested that you use Google Chrome or FireFox as your web browser to alleviate technical difficulties.** I have placed a quick link to **Adobe Flash Player** for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings.

Class attendance and active participation in class discussions is expected and essential to promoting student learning (yours and your classmates). Keep in mind that participation is creatively influenced; not everyone participates verbally; please be aware of your own participation style, and share air time with other students. You are expected to attend all class meetings. Also, since this course requires your active participation and is group oriented, please do not enter late or depart early.

This class meets once per week. **Missing more than two classes will reduce your grade by a full letter grade.** As a graduate level class, your preparation for class, attentiveness, reflection, integration of readings into class discussions, and quality of participation in class discussion and group activities through sharing experiences, issues, questions from the readings, and new learning is expected. Please bring to each class period questions or issues from the reading, the literature, or your professional experiences which you would like to raise in class. You will also be asked to work in a group and to co-facilitate part of one class with your group.

To maintain an ideal learning environment for yourself and your colleagues, please keep background activity minimal to minimize distractions and noise interference.

You will be asked to assess your own engagement via attendance, reflection, discussion in class and out, and through your immersion experience.

Deadlines for presentations and projects are firm. However, life is sometimes unpredictable; please communicate with me before the project due date if you expect to have a late assignment and we will work out a new deadline.

**Mid-Term and Final Exam:**

There will be a Midterm and a Final Exam. The Midterm will be worth 15 points and will be taken via Blackboard. The Midterm will cover chapters 1-8. The FINAL exam will be made available through collaborate and will be worth 20 points. The Final will cover chapters 9-18. Please make arrangements accordingly.

**Discussion Board Assignment:**

The utilization of Blackboard and assignments posted will be an important component of this course. Assignments will be posted on Mondays and will be due on Wednesdays at midnight. Each Discussion Board will be worth 1.67 points for a total of 20 points.

Criteria	Superior (30 pnts.)	Sufficient (20 pnts.)	Minimal (10 pnts.)	Unacceptable (0 pnts.)
<b>Depth of Reflection</b>  ___ of 10 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Required Components</b>  ___ of 10 points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Structure</b>  ___ of 5 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

<b>Evidence and Practice</b>  ___ of 5 points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.
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**Program Binder:**

Each student will develop his or her own original school guidance and counseling program or a community agency program appropriate to a selected school or community population. This program will be comprehensive and will take most of the semester to develop and write. A guideline describing the format for the program will be posted to Blackboard. The rubric used to grade your Program will be posted to “course documents.” ALL PROGRAMS MUST FOLLOW THE PROGRAM FORMAT AND RUBRIC AND INCLUDE ALL SPECIFIED SECTIONS. The program is to be turned in Monday, November 11, 2019. Each student will be expected to provide me a digital file of the binder in word document or PDF file format. Each student will maintain a hard copy of your program. Example of your file: “Garcia S LPC Binder” or “Garcia S School Counselor Binder.”

**DIRECTIONS:**

Submit a professionally written program utilizing quality work and written in a professional language, following the guidelines of this rubric. Think of this program as either: The Official Counseling Program to be used in your school, and found in the Principal’s office OR The Private Program you will provide your agency Board of Directors and possibly submitted as part of a grant application.

**Rubric:**

<b>1. TITLE PAGE.</b> A complete TITLE PAGE exists with the name of the School or Agency. The page should be visually inviting and should include your name as the counselor/director.	<b>1-3</b>
<b>2. TABLE OF CONTENTS.</b> A complete TABLE OF CONTENTS listing ALL relevant headings noted in the order given in the Format. Needs to be spaced and indented in such a way that it is immediately able to be read.	<b>1-3</b>
<b>3. MISSION STATEMENT.</b> The MISSION STATEMENT for the counseling program is clear and concise, conveying a definitive task message for the program.	<b>1-5</b>
<b>4. PROFESSIONAL PHILOSOPHY OF COUNSELING.</b> The student’s PROFESSIONAL PHILOSOPHY OF COUNSELING of either school counseling or agency counseling is clearly and logically articulated, demonstrating the student’s comprehensive knowledge and professional beliefs with respect to school or community counseling. This should be at least 1 ½ double-spaced pages in length.	<b>1-5</b>
<b>5. DEMOGRAPHICS.</b> For School Programs – a statistical description of the school in which this program is located is comprehensively reported in NARRATIVE FORM. One	<b>1-5</b>

<p>section should be labeled STAAR Testing and should comprehensively report detailed testing results for the past year and summarize the results for the past five years for each of the grades testing in your school, which will demonstrate the patterns, etc., as students have progressed through the grades. This should include: pass rates, ethnicity, special populations</p> <p>The purpose of this section is to provide an in-depth statistical description of the school characteristics and factors, both beneficial and problematic, which affect the students, the district and the school. Included should be pertinent factors such as a breakdown of gender and ethnicity of students and faculty, SES, free lunch, average teacher and administrative salaries, school programs such as Special Education, Migrant, GT, etc. and organizations such as Honor Society, etc.... Note resources in all areas. No credit will be given for this section if it only contains print-out stats.</p> <p><b><u>FOR AGENCY PROGRAMS</u></b></p> <p>A detailed comprehensive statistical description of the community AND your agency is reported in NARRATIVE FORM, with a separate heading each for the community and for the agency. The purpose of this section is to provide an in-depth statistical description of the community characteristics and factors, both beneficial and problematic, which affect agency clientele. Included should be pertinent factors such as population numbers, education level, housing, health, crime and safety, employment, etc., with a breakdown of ethnicity, SES, education, age, the rates for unemployment, burglary, assault, divorce, resources for youth, health care resources, teen pregnancy, major employers, employment skills needed, etc.</p>	
<p>6. <b>NEEDS ASSESSMENT.</b> The NEEDS ASSESSMENT section begins with a comprehensive definition of the needs assessment process. A description of the group who will be conducting the needs assessment plus sample instruments such as written questionnaires and examples of questions to be presented to focus groups need to be included.</p> <p>Next should be a comprehensive description of the School Advisory Committee or Agency Board of Directors. Use a heading to introduce this section. Include a description of the purpose for this entity, the composition of the members, and the various areas of service they will provide.</p> <p>Under a heading for this section, then <i>comprehensively describe step by step</i> the entire needs assessment process, including the personnel involved, the various methods of data collection and the instruments and procedures to be used. Representative instruments and protocols for verbally-administered questions are included at the conclusion of this section.</p> <p>No credit will be given for this section if it contains only a set of needs assessment form samples.</p>	<p><b>1-5</b></p>

<p><b>7. PROGRAM OBJECTIVES.</b> Based on information gleaned from the Needs ASSESSMENT, what are the objectives for the program? List and explain no fewer than 5.</p>	<p><b>1-5</b></p>
<p><b>FOR SCHOOL PROGRAMS:</b></p> <p>Begin this section with a tabbed divider entitled “THE FOUR COMPONENTS” with a <i>brief</i> explanation of each (one sentence). Then use a tabbed divider for each of the four components. Use the example provided in the Format in the syllabus.</p> <p><b>8. GUIDANCE CURRICULUM.</b> The GUIDANCE CURRICULUM component begins with a clear, accurate, and comprehensive description articulated from the TEA materials from class. Following the description, one paragraph should include a description of implications for parents of the students. The explanation of the component is followed by a list of the <i>guidance units</i> to be presented in <i>each grade</i>. Following this list, the <i>activities</i> for each unit are presented in terms of (a) <i>a specific outcome goal</i> followed by (b) <i>measurable and observable objectives</i> (which are simply the steps that lead to the attainment of the goal), (c) a precise description of the delivery plan (who, what, when, how, where), and finally, (d) the methods to be used for evaluating the effectiveness of the activity, including an example of all questionnaires and protocols of verbal questions to be used.</p>	<p><b>1-5</b></p>
<p><b>9. RESPONSIVE SERVICES.</b> The RESPONSIVE SERVICES component begins with clear, accurate, and comprehensive explanation of this component and the service areas it covers, developed from the TEA materials used in class. Following the explanation is a paragraph describing implications for the parent involvement. Next is a list of many of the counselor services as can be anticipated at this point, with a description of what each service covers and how each will be provided and evaluated.</p>	<p><b>1-5</b></p>
<p><b>10. INDIVIDUAL PLANNING.</b> The INDIVIDUAL PLANNING component begins with a clear, accurate, and <i>comprehensive</i> explanation of precisely what this component is all about, including it’s CORE PURPOSE (student responsibility-for-self and self-determination) and how each of the three areas are incorporated in attaining this goal through the use of individual student plan booklets, which move with the students from grade to grade. Each area is fully explained and differentiated one from another. FOLLOWING THIS, <i>EACH</i> of the three areas has a <i>tabbed divider</i>. Each area begins with a definition and explanation of its particular purpose. This is followed by a description of the activity units designed for the area GRADE BY GRADE, which are progressive through the years in school. Each of the units are fully described as to purpose and procedures, with a STATED GOAL. The activities for each grade are fully described grade by grade, including the plan for conducting this activity in each grade throughout the academic year, <i>parental involvement where applicable</i>, AND <i>evaluating its effectiveness</i>. EACH ACTIVITY MUST BE APPROPRIATE TO THE CULTURAL AND DEVELOPMENTAL LEVEL OF THE POPULATION BEING SERVED AS WELL AS TO THE OVERALL GOAL.</p>	<p><b>1-5</b></p>



<p>11. <b>SYSTEM SUPPORT.</b> The SYSTEM SUPPORT component begins with a clear, accurate, and comprehensive definition, including a description of each of the populations this component is designed to support, plus examples of services appropriate to each population. This explanation is followed by a breakdown of each target population and a list of activities the counselor is scheduled to provide to each one at this point. Each activity includes a description in terms of what will be conducted, who will be involved, when and where it will be offered, AND how it will be evaluated. Appropriate parent and Advisory Committee involvement is assumed and should be fully described. Each population MUST have appropriate planned services.</p>	<p><b>1-5</b></p>
<p>12. <b>CRISIS PLAN.</b> The CRISIS PLAN is a <i>sequential, narrated plan</i> describing the COUNSELOR’S ROLE AND ACTIVITIES in carrying out BOTH (a) the development of school’s crisis team and plan and (b) providing <i>the essential services</i> in his or her school in the event of a crisis; this is a detailed description of <i>the counseling aspect</i> of the school crisis plan AND IS INCLUDED AT THE END OF THE WRITTEN PROGRAM. No credit will be given for this section if it simply contains the district or general school crisis plan.</p>	<p><b>1-5</b></p>
<p><b>FOR HUMAN SERVICE PROGRAMS:</b></p> <p>8. PROGRAM DESCRIPTION. An OVERALL PROGRAM DESCRIPTION is fully described, including ALL service components in terms of goals and objectives, the rationale for the agency’s existence, how the needs of the target population are to be met, where the program will be housed, and all other descriptive details that pertain to this program.</p>	<p><b>1-5</b></p>
<p>9. <i>The specific</i> SERVICE COMPONENTS and the <i>services included</i> have a separate section in the program and are tabbed; each component is comprehensively described in terms of its purpose and the methods and procedures for conducting it, including discussion of the personnel, role of the clients, etc. ALL SERVICES TO BE PROVIDED under each component are stated <i>in terms of goals and objectives</i> and are completely described including methods of delivery and other relevant information.</p>	<p><b>1-5</b></p>
<p>10. The MANAGEMENT PROCEDURES of this program is explained in detail <u>in terms of information from the text book</u>, with procedures described including supervision dealing with problems, etc., and if volunteer help is to be utilized, who will supervise them and how supervision or them will be handled.</p>	<p><b>1-5</b></p>
<p>11. The entire FUNDING PROCESS is described for conducting this program; the sources of funding are explained along with the procedures for obtaining funding, and the process by which this program will financially maintain itself are fully described. The procedures for obtaining and funding outside resources, such as counselors from a state agency, are comprehensively detailed, along with any other strategies for service provision.</p>	<p><b>1-5</b></p>
<p>13. At the conclusion of the written program there is a compelling SUMMARY included which wraps up loose ends and “sells” the program to the reader.</p>	<p><b>1-5</b></p>

<p><b><u>ALL PROGRAMS</u></b></p> <p>13. The section on EVALUATION begins with a clear, accurate, and comprehensive DEFINITION and DESCRIPTION of the PURPOSE and PROCESS of evaluation, addressing all three methods of evaluation as they apply to counseling programs. This explanation is followed by a section describing the evaluation procedures, both (a) outcome and (b) process evaluation, utilized with the services in both agency programs and the four components of the school programs. Appropriate representative forms for these kinds of evaluation should be included following this section. A third section, then, addresses actual COUNSELING EFFECTIVENES. This section should detail how the counselor(s) is (are) evaluated in terms of (a)process, (b) outcome, and (c) efficiency evaluation, with appropriate forms included with this section, also.</p>	<p><b>1-5</b></p>
<p>14. Detailed, concise, yet comprehensive JOB DESCRIPTIONS are described in terms of (a) title, (b) specific non-negotiable professional requirement, and (c) preferred characteristics, along with other information found in the examples handed out in class. Included in the description should be salary, supervisor for the position, and approximate time allocations for each of the major job responsibilities, and a statement as to how the individual will be evaluated.</p>	<p><b>1-5</b></p>
<p>15. Schedules and timelines for the provision of the various COUNSELING-RELATED SERVICES are provided. <u>For school programs</u>, (a) the academic year schedule shows all counseling activities scheduled at this point, including state testing, guidance curriculum activities, counseling-planned in-services, other system support duties such as parent night, job shadow program, college-application deadlines, 8<sup>th</sup> grade visit to high school, etc. Also, (b) a schedule representing a typical month OR week, AND (c) a schedule showing the activities for a typical day are included.</p>	<p><b>1-5</b></p>
<p>For <u>Agency programs</u>, (a) a FISCAL YEAR schedule is included indicating funding deadlines such as United Way applications, etc., as well as services, annual meetings, community-related events, etc., plus (b) a monthly or 6-week (for example) schedule showing the provision of the various services, etc., included in the program, and a typical daily schedule.</p>	
<p>16. A detailed, comprehensive OPERATING BUDGET listing all anticipated expenditures including salaries, administrative, and program costs is presented and <i>totaled</i>.</p>	<p><b>1-5</b></p>
<p><b><u>Style and Mechanics</u></b> <b>Scoring 1-3</b></p> <p>17. All sections in the format are included in the program in the proper order.</p>	<p><b>1-3</b></p>
<p>18. All sections in the format are separated by dividers and tabbed as specified, Including the various school program components in the school programs, for ease of access.</p>	<p><b>1-3</b></p>
<p>19. All materials in the appendix are categorized into specific subject areas or by units and tabbed so as to be readily accessed.</p>	<p><b>1-3</b></p>
<p>20. The program is presented in a <i>visually interesting manner</i>, using HEADINGS</p>	<p><b>1-3</b></p>

where applicable to separate sections and make them easily accessible.	
21. The language used in the project is both professional and graduate level.	<b>1-3</b>
22. The project has been edited, and contains no typos, spelling, syntax, or grammatical errors.	<b>1-3</b>
23. The overall presentation of the program notebook is fully professional and usable.	<b>1-3</b>
24. The program was written and submitted on or before the deadline.	<b>1-3</b>

**TOTAL POINTS**

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**100**

## PROPOSED COURSE OUTLINE

<b>DATE</b>	<b>TOPIC. ASSIGNMENT DUE AND READINGS</b>
<b>Week 1 Aug. 29</b>	<b>Introduction: Professor and Students</b>  <b>Class Process Discussion &amp; Syllabus Review</b>  <b>Collaborate Discussion: Thursday, 6:00 p.m.</b>
<b>Week 2 Sep. 5</b>	<b>Program Binder Review</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 3 Sep. 12</b>	<b>Chapter 1: Personal and Professional Aspects of Counseling</b>  <b>Discussion Board 1:</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 4 Sep. 19</b>	<b>Chapter 2: Ethical and Legal Aspects of Counseling</b>  <b>Discussion Board 12</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 5 Sep. 26</b>	<b>Chapter 3: Counseling in a Multicultural Society</b> <b>Chapter 4: Counseling with Diverse Populations</b>  <b>Discussion Board 3</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 6 Oct. 3</b>	<b>Chapter 5: Building Counseling Relationships</b> <b>Chapter 6: Working in and Closing a Counseling Relationship</b>  <b>Discussion Board 4:</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 7 Oct. 10</b>	<b>Chapter 7: Psychoanalytic, Adlerian, and Humanistic Theories of Counseling</b>  <b>Discussion Board 5:</b>  <b>Collaborate Discussion: 6:00 p.m.</b>

<b>Week 8 Oct. 17</b>	<b>Chapter 8: Behavioral, Cognitive, Systematic, Brief and Crisis Theories of Counseling</b>  <b>Discussion Board 6:</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 9 Oct. 24</b>	<b>Chapter 9: Groups in Counseling</b>  <b>Discussion Board 7:</b>  <b>Mid-Term Exam</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 10 Oct. 31</b>	<b>Chapter 10: Consultation and Supervision</b>  <b>Discussion Board 8:</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 11 Nov. 7</b>	<b>Chapter 11: Evaluation and Research</b> <b>Chapter 12: Testing, Assessment, and Diagnosis in Counseling</b>  <b>Discussion Board 9:</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 12 Nov. 14</b>	<b>Chapter 13: Career Counseling</b>  <b>Programs Due</b>  <b>Discussion Board 10:</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 13 Nov. 21</b>	<b>Chapter 14: Couple and Family Counseling</b> <b>Chapter 15: Professional School Counseling</b>  <b>Discussion Board 11:</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 14 Nov. 28</b>	<b>Thanksgiving Holiday</b>

<b>Week 15 Dec. 5</b>	<b>Chapter 17: Abuse, Addiction, Disability, and Counseling</b> <b>Chapter 18: Clinical Mental Health and Private Practice Counseling</b>  <b>Discussion Board 12:</b>  <b>Collaborate Discussion: 6:00 p.m.</b>
<b>Week 16 Dec. 12</b>	<b>Final Exam</b>