

**University of Mississippi
School of Education
Curriculum & Policy Committee
Meeting Agenda
October 30, 2020**

Voting members present: T. Brady, J. Cabrera, N. Hutchens, J. Sweeney, A. Monroe, V. Moore, S. McClelland, R. Niemeyer, K. Melear, C. Misita, D. Soares, W. Webb

Non-voting members present: K. Coleman, A. Bellman, A. Wells Dolan, M. Perryman

Note: Documents were emailed to committee members for review prior to meeting.
Meeting took place via Zoom due to COVID-19 pandemic

- I. Call to order by Dr. Amy Wells Dolan
- II. Discussion and Decision-Making on Proposed Items
 - A. Teacher Education Department – no items presented
 - B. Higher Education Department – no items presented
 - C. LCE Department

Presented by Dr. Mandy Perryman

1. COUN 617, 636, & 637; proposal for School Counseling Program (from 48 to 60 credit hours). Additional 3 hours is an elective, where students can choose from a list of options of existing courses. List of courses can be found in the Graduate Catalog
<https://catalog.olemiss.edu/graduate-school>

Dr. Ryan Niemeyer made a motion to increase School Counseling Program from 48 to 60 credit hours.

Dr. Denise Soares seconded the motion.

Item was approved by all voting members present.

Presented by Dr. Stephanie Lusk

2. Proposed curricular changes and new courses for the Ph.D. program in Counselor Education: Remove Introduction to the Professorate and

Advanced Group Counseling; add Doctoral Seminar (special topics in counseling) and Grant Writing

Dr. Ryan Niemeyer made a motion to accept changes to the Ph.D. program in Counselor Education.

Dr. Mandy Perryman seconded the motion.

Item was approved by all voting members present.

III. New Business

- A. SOE external evaluations policy governing tenure and promotion presented by Dr. Amy Wells Dolan. SOE policy currently requires five professional external evaluations. Departments voted unanimously to change policy to FOUR external evaluations to be in line with University requirement.

Dr. Denise Soares made a motion to change the SOE policy to require four external evaluations for tenure and promotion.

Dr. Neal Hutchens seconded the motion.

Item was approved by all voting members present.

- B. The Community Engaged Leadership Minor Task Force (attachment) – Dr. Phillis George is SOE representative on the Task Force for the Community Engaged Leadership (CEL) Minor. Dr. George consulted about potential affiliate and qualifying courses.

Agenda
 items 11, C.1

School 60 for Fall 2021

FALL	WINTER	SPRING	SUMMER	AUGUST	FALL	WINTER	SPRING
Foundations of SC	Pre-prac & Adv Skills	Child & Adolescent	Career	Leadership in SC	Multicultural		Family
Theories		Group	Ethics		Research	Crisis	Internship (3)
Lifespan		Skills	Assessment		Internship (3)		Advanced SC
		Practicum					
9	3	12	9	3	9	3	9

Elective (3)

COUN 617 Pre-practicum & Advanced Skills: This course focuses on the integration of basic and advanced skills into the counseling process. It is designed to train prospective counselors to apply assessment, goal-setting, and intervention skills over the course of the counseling process and to serve as a final preparation for the practicum experience.

COUN 636 Advanced School Counseling: This course for school counselors will focus on developing school counseling knowledge and practice with specific emphases on school leadership and culture, systemic change, and use of data.

COUN 637 Leadership, Advocacy & Accountability in School Counseling: The course provides a comprehensive study of contemporary practices of leadership, advocacy, and accountability in the school counseling profession.

Elective Options:

- Coun 653: Special Topics CMHC Elective (Second Summer)
- Coun 615: Addictions (Second Summer)
- Coun 701: Introduction to Play Therapy (Second Fall)
- Coun 703: Expressive Arts with Children (Second Spring)
- Coun 706: Psychopharmacology with Children (Second Spring)
- Edsp 601: Exceptional Students in the Secondary Classroom (Second Spring)

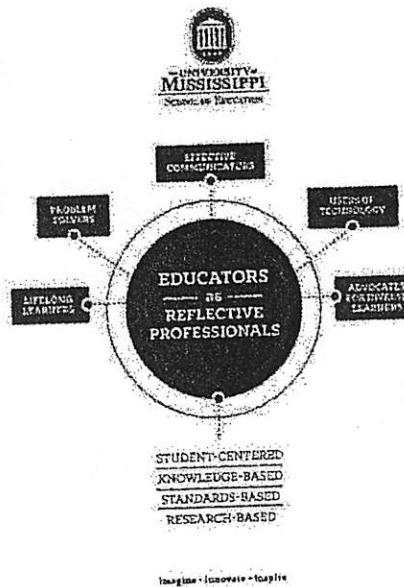
The University of Mississippi
 Department of Leadership and Counselor Education
 COUN 617 Pre-practicum and Advanced Skills

SEMESTER/YEAR
 DAY/TIME LOCATION

I. **COURSE DESCRIPTION:** (3 credit hours) This course focuses on the integration of basic and advanced skills into the counseling process. It is designed to train prospective counselors to apply assessment, goal-setting, and intervention skills over the course of the counseling process and to serve as a final preparation for the practicum experience.

Instructor:
 Office:
 Hours:
 Phone:
 E-mail:

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:



Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

Unit Major (M) and Minor (m) Themes/Outcomes

Lifelong learners who take responsibility for their own learning and continuously foster their professional renewal. (M)

Problem solvers who develop solutions to improve the educational environment for all students. (M)

Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (M)

Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)

Advocates for diverse learners who appreciate, promote, and model the values of diversity. (M)

III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

Counselors as Facilitators of Development. The core areas that comprise the knowledge base are:

1. Human Growth and Development (M)
2. Social and Cultural Foundations (M)
3. Helping Relationships (M)
4. Group Work (m)
5. Career and Lifestyle Development (m)
6. Appraisal (m)
7. Research and Program Evaluation (m)
8. Professional Orientation (M)

IV. REFERENCES

A. Primary Text for CMHC Students

Gehart, D. (2015) *Case Documentation in Counseling and Psychotherapy*. Boston: Cengage.

B. Primary Text for School Students

North, R. A. (2017) *Motivational Interviewing for School Counselors*. Washington: Author.

C. Primary text for ALL Students

Hodges, S. (2021) *The Counseling Practicum and Internship Manual: A Resource for Graduate Counseling, 3rd Edition*. New York: Springer.

V. COURSE PURPOSE AND OBJECTIVES:

Students who actively participate and successfully meet course requirements will:

1. Acquire ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2016 2.F.5.d.)
2. Explore the impact of technology on the counseling process (CACREP 2016 2.F.5.e.)
3. Examine counselor characteristics and behaviors that influence the counseling process (CACREP 2016 2.F.5.f.)
4. Attain essential interviewing, counseling, and case conceptualization skills (CACREP 2016 2.F.5.g.)
5. Review developmentally relevant counseling treatment or intervention plans (CACREP 2016 2.F.5.h.)
6. Evaluate the development of measurable outcomes for clients (CACREP 2016 2.F.5.i.)
7. Explore evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2016 2.F.5.j.)
8. Examine strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2016 2.F.5.k.)

School Counseling students who actively participate and successfully meet course requirements will:

- Acquire techniques of personal/social counseling in school settings (CACREP 2016 Section 5.G.3.f)
- Develop skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP 2016 Section 5.G.3.h)

CMHC students who actively participate and successfully meet course requirements will:

- Review intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 2016 Section 5.C.3.a)
- Examine techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 2016 Section 5.C.3.b)
- Explore strategies for interfacing with the legal system regarding court-referred clients (CACREP 2016 Section 5.C.3.c)
- Acquire strategies for interfacing with integrated behavioral health care professionals (CACREP 2016 Section 5.C.3.d)
- Develop strategies to advocate for persons with mental health issues (CACREP 2016 Section 5.C.3.e)

VII. COURSE OUTLINE

Please refer to the course schedule on the last page of this document.

VIII. COURSE REQUIREMENTS AND EVALUATION PROCEDURES

A. Course Requirements: Students are expected to attend all classes and to participate fully in all aspects of the course.

B. Evaluation Procedures

Grades will be assigned based on the following percentages:

Telehealth Training	5 points
Chapter Quizzes	25 points
Practicum Tasks	30 points
Skills and Documents	25 points
<u>Attendance and Participation</u>	<u>15 points</u>
Total	100 pts

95-100 = A	90-94 = A-	87-89 = B+	84-86 = B	80-83 = B-
77-79 = C+	74-76 = C	70-73 = C-	0-70 = F	

ASSIGNMENTS:

- *****DUE DATE POLICY:** 10 points will be deducted for each day late.
- *** All assignments are to be submitted via Blackboard unless otherwise instructed.

1. Telehealth Training

Although we have a telehealth expert guest speaking in class, it will also be helpful to take a webinar on the subject. Many of the telehealth trainings cost hundreds of dollars, but Chi Sigma Iota offers a 1 hour telehealth webinar, free for members and \$39 for non-members.

2. Chapter Quizzes

In week one of this course, you will take 8 chapter quizzes, one for each chapter assigned as reading. These quizzes will not be timed, and you will have unlimited attempts. An average of all 8 quizzes will be your final

quiz grade that will go towards 25% of your total grade. All quizzes are due no later than August 9th at 11:59pm.

3. Pre-practicum tasks

- Per CACREP and university policy, you will not be permitted to see clients until the following tasks have been completed. All of the practicum paperwork forms can be found on Blackboard and are in the back of your Practicum Manual. The Practicum Manual can also be found on Blackboard.

1. Background check through Castle Branch

portal.castlebranch.com/uz41

Follow the instructions on this user-friendly website. The cost is \$45.

2. Proof of Liability Insurance

This comes with student membership of the American Counseling Association.

3. HIPAA training certificate of completion

You will receive an email from IT security with a link directing you to the training. The training consists of several short videos and quizzes.

4. Acknowledgement of Practicum Manual

You can find this form on Blackboard.

5. Practicum paperwork packet – the following forms are due by August 12th. In order to complete these forms, you will need access to your site supervisor. We will discuss further in class.

Practicum Application

Site Supervisor Information Sheet

Site Supervisor Resume

Supervision Agreement

Site Agreement

4. Skills Observed and Documents Reviewed

During the one-week intensive, you will be participating in role-plays that will serve as the basis for practice documentation.

- At least one supervisor (Dr. Kerwin or doctoral student) should observe a portion of a mock intake as well as a suicide assessment. Role-play observations cannot be made up in the case of absence, tardiness or early departure.
- At least one supervisor should review your intake/case conceptualization, treatment plan, and SOAP note.

5. Attendance and Participation

Because of the intense nature of an intersession course, it is important for you to attend the entirety of each lecture. Students will actively participate in all activities and discussions. Assigned readings are integral to class discussions and the learning process, and readings should be completed prior to class. Class participation will be evaluated by monitoring physical attendance and oral participation in class discussions. Attendance is mandatory, and five points will be deducted from the attendance/ participation grade for any absence or early departure not related to an emergency, such as death of a loved one or a family emergency. Extenuating circumstances will be considered at the instructor's discretion.

SPECIAL NOTE ON COMPUTER AND CELLPHONE USE: Learning science has shown the importance of being present in the learning environment not only physically and academically, but also interpersonally and intrapersonally. Computer screens can be a barrier to fully engaging in the construction of knowledge. During class, therefore, laptops will only be allowed for taking notes. Please refrain from using computers for surfing the Internet, instant-messaging, e-mail, etc. Cellphones are not to be used during class.

C. Attendance Policy: Students are required to attend all classes and subject to the university's attendance policy and procedures. If you are unable to attend class or need to leave class early, please let the instructor know beforehand. The best way to do so is by email. If that is not possible, please call and leave a message. Students who miss more than one class cannot achieve an "A" in the course and may wish to consider dropping the course before the University deadline.

D. Policies Related to Disability Access and Inclusion

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content or the use of non-captioned or non-transcribed video and audio files. Students must also contact Student Disability Services at 662-915-7128 so that office can 1) provide you with an Instructor Notification form, 2) facilitate the removal of barriers and 3) ensure you have equal access to the same opportunities for success that are available to all students.

E. Instructional Strategies: Instruction will consist of large and small group discussion, lecture, case studies, and web-based activities.

IX. SPECIAL CONSIDERATIONS

A. Academic Integrity and Honesty

Students are expected to follow the honor code as outlined in the current *University of Mississippi M Book*.

B. Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying the course syllabus.

C. Communication Policy

In this course, you are expected to actively use your "go.olemiss.edu" email by checking it on a regular basis. Check your junk folder to make sure you are not missing any emails. This email will be our primary form of formal communication. As such, you are expected to treat email communication with professionalism by addressing me as your professor, writing in complete sentences, and closing the email with a salutation and your name. **If you ever need to email an assignment to me, please attach it as a Word document or a PDF so that I can open it and give you credit.** I will always try to respond to your emails within 24 hours. If you email me an assignment and don't hear from me within 24 hours, this means I have not received the assignment and you should contact me again at once. Do not assume, if you email me the night before an assignment is due, that we will be able to have an adequate discussion. Look ahead on the syllabus, be aware of upcoming assignments, and contact me appropriately early if there is a question or concern.

Course Schedule

Class	TOPIC	CMHC READINGS	SCHOOL READINGS	ALL READINGS	COURSE OBJECTIVES
1	Introduction	Chapter 1	Part I	Chapter 1	
2	Telehealth	Chapter 1	Part I	Chapter 2	1 & 2
3	Ethics	Chapter 7	Part I	Chapter 3	5 & CMHC
4	Clinical Issues	Chapter 2 & 3	Part I	Chapter 4	3 & CMHC
5	Notes	Chapter 1 & 6	Part I	Chapter 5	6
6	Supervision	Chapters 4 & 15	Part II	Chapter 6	7
7	Multicultural Issues & Case Conceptualization	Chapters 8 & 9	Part II	Chapter 7	4 & CMHC
8	Stress	Chapter 5	Part II	Chapter 8	SCHOOL
9	Safety	Chapter 10	Part II	Chapter 10	SCHOOL
10	Termination	Chapter 11	Part II	Chapter 12	8

The University of Mississippi
Department of Leadership and Counselor Education
COUN 636 Advanced School Counseling
SEMESTER/YEAR
DAY/TIME LOCATION

I. **COURSE DESCRIPTION:** (3 credit hours) This course for school counselors will focus on developing school counseling knowledge and practice with specific emphasis on school leadership and culture, systemic change, and use of data.

Instructor:

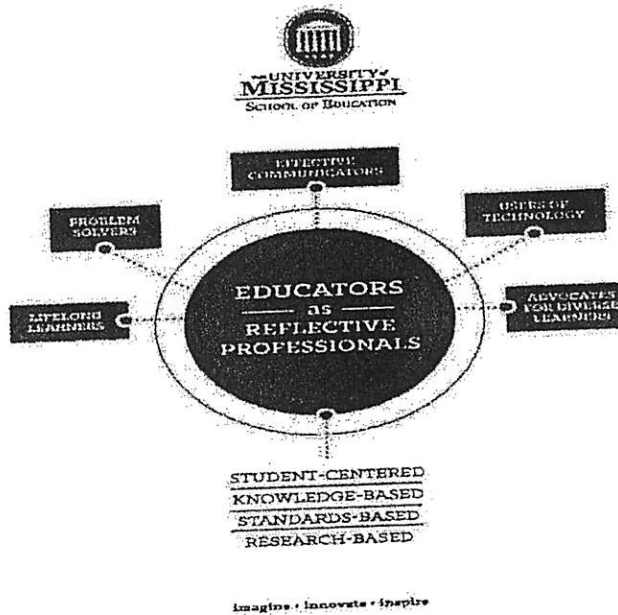
Office:

Hours:

Phone:

E-mail:

II. **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:**



Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

Unit Major (M) and Minor (m) Themes/Outcomes

Lifelong learners who take responsibility for their own learning and continuously foster their professional renewal. (M)

Problem solvers who develop solutions to improve the educational environment for all students. (M)

Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (M)

Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)

Advocates for diverse learners who appreciate, promote, and model the values of diversity. (M)

III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

Counselors as Facilitators of Development. The core areas that comprise the knowledge base are:

1. Human Growth and Development (M)
2. Social and Cultural Foundations (M)
3. Helping Relationships (M)
4. Group Work (m)
5. Career and Lifestyle Development (m)
6. Appraisal (m)
7. Research and Program Evaluation (m)
8. Professional Orientation (M)

IV. REFERENCES

A. Primary Text

(REQUIRED) Wines, L. & Nelson, J. (2019). *School Counselors as Practitioners: Building on Theory, Standards, and Experience for Optimal Performance*, 1st Ed. (Routledge).
Print ISBN: 9781138039773, 1138039772
eText ISBN: 9781351707374, 135170737X

(REQUIRED) Zyromski, B. & Mariani (2016). *Facilitating Evidence-Based, Data-Driven School Counseling: A Manual for Practice*, 1st Ed. (Corwin)
Print ISBN: 9781506323114, 1506323111
eText ISBN: 9781506334486, 1506334482

(REQUIRED) *The ASCA National Model: A Framework for School Counseling Programs*, 4th edition (ASCA)
ISBN: 9781929289592

Course Readings

Refer to the "Course Readings" uploaded in Blackboard. Note, readings are intended to further your knowledge regarding development theories, current trends, and areas of unique school counselor contributions. Refer to the weekly calendar for reading assignments.

V. PURPOSE OF THE COURSE

(3 credit hours) This course provides the culminating capstone course experience for students completing the requirements for the Mississippi Class AA Five Year Educator License in Guidance and Counseling. This course provides the opportunities for students to demonstrate mastery of the professional competencies including leadership, systemic change, and use of data. Students will reflect on a wide range of professional activities in order to evaluate and appreciate developed professional and personal strengths, while

being ready to identify areas of their work that require further development. Most importantly, this course provides students with opportunities to demonstrate their mastery of knowledge and skills within school counseling standards.

VI. COURSE OBJECTIVES

Students who actively participate and successfully meet course requirements will:

1. Demonstrate an understanding of professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2016 Section 2.F.1.f)
2. Demonstrate an understanding of professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2016 Section 2.F.1.g)
3. Demonstrate an understanding of technology's impact on the counseling profession (CACREP 2016 Section 2.F.1.j)
4. Demonstrate an understanding of the strategies for personal and professional self-evaluation and implication for practice (CACREP 2016 Section 2.F.1.k)
5. Demonstrate an understanding of the theories, models, and strategies for understanding and practicing consultation (CACREP 2016 Section 2.F.5.c)
6. School counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP 2016 Section 5.G.2.a)
7. School counselor roles in school leadership and multidisciplinary teams (CACREP 2016 Section 5.G.2.d)
8. Competencies to advocate for school counseling roles (CACREP 2016 Section 5.G.2.f)
9. Design and evaluation of school counseling programs (CACREP 2016 Section 5.G.3.b)
10. Demonstrate an understanding of techniques to foster collaboration and teamwork within schools (CACREP 2016 Section 5.G.3.l)
11. Demonstrate the use of accountability data to inform decision making (CACREP 2016 Section 5.G.3.n)
12. Demonstrate the use of data to advocate for programs and students (CACREP 2016 Section 5.G.3.o)

VII. COURSE OUTLINE

Please refer to the course schedule on the last page of this document.

VIII. COURSE REQUIREMENTS AND EVALUATION PROCEDURES

A. Course Requirements: Students are expected to attend all classes and to participate fully in all aspects of the course. Class sessions will feature discussion, activity, and interactions specifically designed to showcase professional development of leadership, advocacy, and use of data skills. Class dialogue and the exchange of ideas/experiences cannot be replicated; therefore, class attendance and participation are vital to the success of the course. Participation means not only attending class, but also being active in discussions. Students are expected to be prepared for class (completed readings, assignments, etc.) and ready to discuss their scholarly insights, related experiences, and questions.

B. Evaluation Procedures

Grades will be assigned based on the following percentages:

Culminating Website Portfolio 25 pts

Self Analysis				20 pts
Accountability Analysis Report				20 pts
NSCW Advocacy Project				20 pts
Conference Proposal				15 pts
Total				100 pts

95-100 = A	90-94 = A-	87-89 = B+	84-86 = B	80-83 = B-
77-79 = C+	74-76 = C	70-73 = C-	67-69 = D	60-70 = F

1. Culminating Website Portfolio

Due Date: Week 10

Assignment Objectives:

1. Review ASCA National Standards/Mindsets and competencies for students at their grade level
2. Connect core curriculum to counseling and content standards
3. Deliver curriculum to several classrooms (more than 2) of students
4. Share outcome data (perception via pre-post test and results - i.e. improve attendance, behavior or achievement) on tier intervention.
5. Create a site monthly calendar
6. Present results of their programs and ASCA Model work to date at the end of the semester

Assignment Guidelines:

Students will build a website to showcase their work, school counseling program outcomes, and professional development. Students may also utilize this format to showcase an area of interest, expertise, or something you would like to highlight (great resource, program, person, etc).

2. Self-Analysis

Due Date: As assigned

Assignment Objectives:

1. Candidate will demonstrate professional preparedness to enter the school counseling workforce.
2. Candidate will demonstrate the ability to align school counseling exemplars to the Mississippi Class AA Five Year Educator License in Guidance and Counseling.
3. Candidate will document his/her competence in the knowledge and skill-based domains in school counseling.
4. Candidate will develop analytical and communicative skills to advocate for the school counseling profession.
5. Candidate will complete a self-analysis of growth during the two years in the school counseling program, evaluating their areas of personal and professional growth.

Assignment Guidelines: Students will present a 10-minute self-analysis to peers and instructor, reflecting on their two-year journey during the school counseling program along personal, professional, and cultural domains. Additionally, students will correlate their growth to their future work as school counseling leaders. *This project includes a PowerPoint presentation along with students bringing in two or more "artifacts" (photos, food, books, videos, etc. - be creative!) reflecting their presentation.*

The PowerPoint presentation must include the following:

- **The Beginning** - Synopsis of self upon entering the school counseling program.

- **Cultural Development** – What were some of your cultural misunderstands (values or believe systems about diversity and different groups)? Were you able to address any of them in the program and if so, how? How have you grown culturally since summer 2017? How will the growth/learning experiences contribute to your ability to be a school counseling leader?
- **Strengths & Growth** – What have been some of the strengths that you have brought to this journey? How have you built upon those strengths? What were your areas of growth for you upon entering the program? How were you able to address them? What have you learned about yourself and how will it impact your service delivery in schools?
- **Evaluation of Goals** – What were your goals upon entering this program? How have they been met beyond the obvious (meeting graduation requirements)?

3. Accountability Analysis Report and Presentation

Due Date: Week 9

Assignment Objectives:

1. Complete an Audit/Assessment of their site School Counseling Program
2. Collect outcome data (perception via pre-post test and results - i.e. improve attendance, behavior or achievement) on tier intervention.
3. Complete a Management Agreement with their site supervisor and review it with the site level administrator
4. Present results of their programs and ASCA Model work to date at the end of the semester.

Assignment Guidelines: Students will present on one (1) of the eight Accountability aspects of the ASCA artifacts. Based on school site data and outcomes from guidance lessons/small group/closing the gap interventions, students will **analyze and evaluate program decisions**. The analysis report should address school counseling program strengths, weaknesses, program decisions and areas of improvements. Please refer to the ASCA book (Accountability) and rubric provided for clarification of expectation. To complete the analysis report, students will be expected to gather outcome data from the core curriculum, closing the gap, and small group interventions, Students will also interview an **administrator, parent and/or counselor from the fieldwork site** utilizing the program evaluation to gather perceptual data from an administrator, teacher, and/or school counselors regarding the counseling program. Specific attention should be attended to the stakeholder's perspectives and how his/her feedback informs ways to improve the school counseling program and professional growth. Refer to Blackboard for sample surveys and rubric for guidance and clarification of expectation. **Students will provide their analysis in a 2-3 page report.**

4. School Counseling Week Advocacy

Due Date: National School Counseling Week

Assignment Objectives:

1. Review ASCA National Standards/Mindsets and competencies for students at their grade level
2. Connect core curriculum to counseling and content standards
3. Deliver curriculum to several classrooms (more than 2) of students
4. Collect outcome data (perception data via pre-post test and results of the impact of their lessons)
5. Create a PowerPoint of the results of both Core Curriculum and Intentional Guidance Action Plans.

6. Present results of their programs and ASCA Model work to date at the end of the semester.

Assignment Guidelines: Students will design and implement an activity during National School Counseling Week at their fieldwork sites. Students will use data and outcome from the fall school counseling activities (core curriculum, small group, responsive services, etc) to share with the fieldwork site. Students are expected to create a bulletin board, newsletter, website, video, etc. to share ABOUT school counseling and the impact of the school counseling program (site specific). This will provide an opportunity to showcase your creativity and how important school counseling is! Students can use this opportunity to advocate for a topic of interests, the importance of a program/intervention, etc. Students will be required to show evidence of their selected activity by sharing it via social media, class, etc. Be creative!

5. Conference Proposal

Due Date: Week 12

Assignment Objectives:

1. Review ASCA National Standards/Mindsets and competencies for students in the K-12 setting.
2. Connect core curriculum to counseling and content standards.
3. Share intervention and program outcomes.
5. Complete a proposal to submit to a local, state, or national conference.

Assignment Guidelines: Students will complete a conference proposal to showcase outcomes from their school counseling core and/or targeted interventions and supports implemented during their internship. Proposals should be student outcome focused and demonstrate advances in school counseling practice and research (including empirical studies, theoretical position papers, professional development programs, action research, classroom or group curriculum, closing the gap projects, grant participation, study abroad experiences, research projects, exploration of a model or evidence based practice, etc.). Presentation formats can be a poster, lecture, or paper presentation. Proposals must include: abstract, presentations outcomes and goals, and target audience. Students may select to submit to a local, state, or national conference.

C. Attendance Policy: Students are required to attend all classes and subject to the university's attendance policy and procedures. If you are unable to attend class or need to leave class early, please let the instructor know beforehand. The best way to do so is by email. If that is not possible, please call and leave a message. Students who miss more than one class cannot achieve an "A" in the course and may wish to consider dropping the course before the University deadline.

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- E. **Instructional Strategies:** Instruction will consist of large and small group discussion, lecture, case studies, and web-based activities.

IX. SPECIAL CONSIDERATIONS

A. Academic Integrity and Honesty

Students are expected to follow the honor code as outlined in the current *University of Mississippi M Book*.

B. Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying the course syllabus.

Course Schedule

WEEK	TOPIC	READINGS	ASSIGNMENTS
1	Ice Breaker Review: syllabus; graduation requirements; Praxis exam		
2	Self-Analysis Review Portfolio Review "What's in a resume?"		Review Websites and Portfolio Examples on BB
3	Program Evaluation: Curriculum, Interventions, Systems, Accountability Tools, Annual Agreement, and Use of Time Assessment	Wines CH 11 Zyromski & Mariani CH 6	Webinar: Google Documents: How to Use Google Documents to Collect and Analyze Data
4	Systems Change: Leadership and Advocacy Practices Collaboration Advisory Council: Validate and Support SC Program	Wines CH 12	DUE: NSCW Advocacy
5	The Role of Diversity: Equity, Access and Collaboration	Article: Promoting Cultural Responsiveness and Closing the Achievement Gap with Standards Blending	Review: <u>Engaging Schools</u>
6	SC Program Outcomes: <i>Sharing and Review</i>	Zyromski, B. & Mariani CH 11 Article: Designated Data Mondays Article: Using Results to Get Results	Webinar: Closing the Gap and Writing Results Report
7	Advocating for Appropriate Roles	Wines CH 9	Webinar: Title IX: Legal Muscle for

	SC Professional Evaluation Assessing YOUR Competencies		School Counselor Advocacy
8	Schools as Social Institutions	<p>Article: The Racial School Climate Gap: Within-School Disparities in Students' Experiences of Safety, Support, and Connectedness</p> <p>Article: Using Culturally Competent/Responsive Services to Improve Student Achievement and Behavior</p>	
9	Consultation and Multidisciplinary Teams	<p>Article: Relational-Cultural Theory for Middle School Counselors</p> <p>Review: MTSS Resources</p>	DUE: Accountability Analysis Report and Presentation
10	Professional Issues in School Counseling: <i>Past and Future</i>	<p>Article: The "New Racism" of K-12 Schools: Centering Critical Research on Racism</p> <p>Article: Using Stories in Elementary School Counseling: Brief, Narrative Techniques</p>	DUE: Culminating Website Portfolio
11	Culminating Portfolio <i>Final Reviews</i>	Presentation: Accountability Analysis Report and Presentation	
12	Guest Presenter: <i>State Level Involvement</i>		DUE: Conference Proposal
13	Self-Analysis Presentations		DUE Self-Analysis Presentation (<i>all</i>)
14	Self-Analysis Presentations		
15	Last Class and Wrap-Up		

The University of Mississippi
Department of Leadership and Counselor Education

COUN 637 Leadership, Advocacy & Accountability in School Counseling
Intercession

DAY/TIME: LOCATION:

- I. **COURSE DESCRIPTION:** (3 credit hours) This course provides a comprehensive study of contemporary practices of leadership, advocacy, and accountability in the school counseling profession.

Instructor:

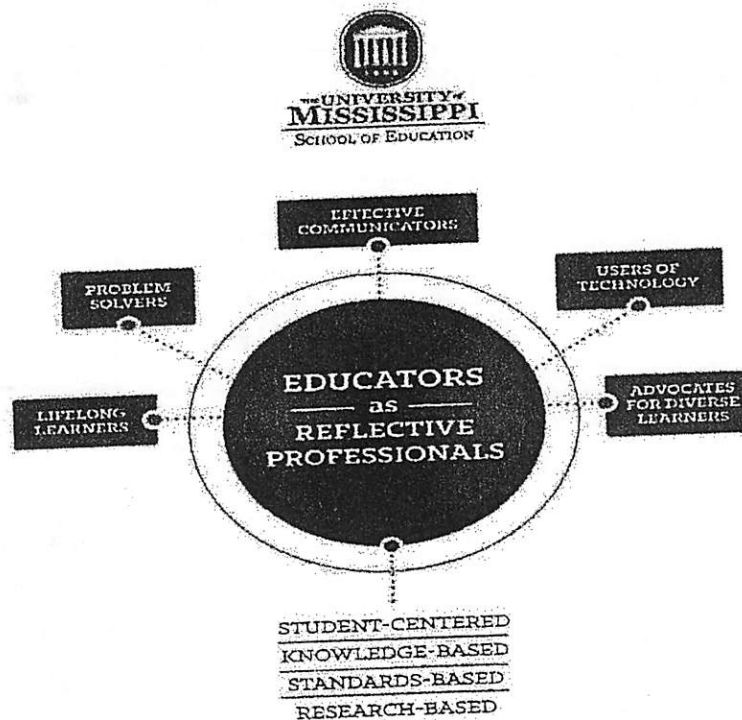
Office:

Hours:

Phone:

E-mail:

- II. **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:**



imagine - innovate - inspire

Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students

to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

Unit Major (M) and Minor (m) Themes/Outcomes

Lifelong learners who take responsibility for their own learning and continuously foster their professional renewal. (M)

Problem solvers who develop solutions to improve the educational environment for all students. (M)

Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (M)

Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)

Advocates for diverse learners who appreciate, promote, and model the values of diversity. (M)

III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

Counselors as Facilitators of Development. The core areas that comprise the knowledge base are:

1. Human Growth and Development (M)
2. Social and Cultural Foundations (M)
3. Helping Relationships (M)
4. Group Work (m)
5. Career and Lifestyle Development (m)
6. Appraisal (m)
7. Research and Program Evaluation (m)
8. Professional Orientation (M)

IV. REFERENCES

A. Required Text

American School Counselor Association. (2019). The ASCA National Model: A Framework for School Counseling Programs (4th ed.). Author.

B. Recommended Text and other material.

Young, A., & Miller-Kneale, M. (2013). School Counselor Leadership Training: An Essential Practice. Author.

American School Counselor Association (2016). Ethical standards for school counselors. Author

V. PURPOSE OF THE COURSE

This course will give students a clear understanding of how school counselor leaders approach leadership at the school, district, state and national levels.

VI. COURSE OBJECTIVES

Students who actively participate and successfully meet course requirements will:

1. Demonstrate an understanding of the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and

- integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation (CACREP 2016 Section 2.F.1.b)
2. To examine advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (2.F.1.e)
 3. To demonstrate an understanding of professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2016 Section 2.F.1.f)
 4. To explore school counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP 2016 Section 5.G.2.a)
 5. To examine school counselor roles in school leadership and multidisciplinary teams (CACREP 2016 Section 5.G.2.d)
 6. To explore competencies to advocate for school counseling roles (CACREP 2016 Section 5.G.2.f)
 7. To examine qualities and styles of effective leadership in schools (CACREP 2016 Section 5.G.2.j)
 8. To explore professional organizations, preparation standards, and credentials relevant to the practice of school counseling (CACREP 2016 Section 5.G.2.l)
 9. To acquaint students with legislation and government policy relevant to school counseling (CACREP 2016 Section 5.G.2.m)

VII. COURSE OUTLINE

Please refer to the course schedule on the last page of this document.

Important Note: Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advanced notice and/or accommodations as possible.

VIII. COURSE REQUIREMENTS AND EVALUATION PROCEDURES

A. Class Attendance and Participation

Attendance is imperative to your success in this course. Students are expected to attend class regularly and participate in all activities and class discussions. Student are asked inform the instructor when they will be unable to attend.

B. Evaluation Procedures

Grades will be based on the following percentages

Leadership Assessment(s)	20 points
Act of Advocacy Proposal & Presentation	40 points
Assigned Readings and Webinars	20 points
Take Aways	20 points
Total	100 points

Assignments:

1. Leadership Assessment(s) (20 points)

Student will assess participate in a leadership assessment process in pursuit of their leadership styles. The goal is for students to identify and describe their unique characteristics as they pertain to leading, managing, and directing others and how such characteristics fit into a given position's requirements. The Leadership Assessment process describes a student's approach to leadership with reference to a specific position,

present or future. The objective is to help future counselor leaders maximize their leadership and identify positions within counseling organizations and their respective school districts to succeed and impact change.

2. Act of Advocacy Proposal Assignment (40 points)

A requirement for this course is an Act of Advocacy proposal. An "act of advocacy" is a planned intervention on behalf of a client or group of clients in one's professional role (e.g., as a counselor) rather than as a personal effort (e.g., as a member of a civic, religious, or service group). As you will see in our course, advocacy is an indirect intervention with/for a client or group of clients designed to promote social justice, improve living circumstances, or remove/address obstacles. This act may involve a specific client, a practice site, a local community, or a state- or nation-wide initiative, or our profession. The Act of Advocacy proposal assignment w/An Action Plan:

Action Plan

The Action Plan is to be written in narrative form that includes:

1. Overview of and a Rationale for the Planned Act
2. The Setting for the Planned Act
3. The Goal(s) for the Planned Act
4. The Framework of Support for the Planned Act
5. The Critical Events, Persons, or Resources for the Success of the Planned Act
6. The Sequence of Events Preceding the Act
7. An Evaluation of the Act (e.g., survey)
8. Personal Insights Concerning the Act * to be written in narrative form

The Action Plan is to be written and submitted in narrative form via Blackboard. Students should use the listing of above items 1-8 as margin headings for the plan. The critical focus of approval is client welfare, feasibility, and clarity. Creativity and initiative are desirable. Use APA style 7th edition where indicated (e.g. references, quotations). Minimum expected length 2-3 pages (double-spaced; excluding title and reference pages).

Presentation

Students will present their Action Plan in class. Presentation should be no longer than 20 minutes. Please use PowerPoint.

3. Take Aways (20 points)

Postings of student take-aways are associated with the reviews of assigned readings/webinars. Take Aways allow students to offer observations and insights in a way that is not reliant on the structure of responding to specific directions in student reflections. Take Aways are brief declarative comments about your personal insights. Simply begin with "The first take-away I have from the lecture is..." followed by your comments. THEN begin the next paragraph with "The other take-away I have from the lecture is..." followed by your comments.

Each of these Take Aways should be no less than a paragraph of commentary with at least four sentences per paragraph, each sentence consisting of no less than ten words. Compose your take away post in the discussion's *Create Message* box by clicking on

Discussions on the Course Tools menu and selecting *Take Away*. Include a descriptive title in the subject line.

4. Assigned Readings & Webinars (20 points)

Assigned readings and webinars are integral to class discussions and the learning process, and readings should be completed prior to class.

Course Schedule

DATE	TOPIC	READINGS	ASSIGNMENT DUE
Day 1	<p><u>AGENDA</u></p> <ul style="list-style-type: none"> • School counselors as Effective Leaders • Course Syllabus Review & Objectives • Overview of SC Leadership, Advocacy, & Accountability • Purpose of course: to be effective educational leaders who can effect systemic change in their schools. • Course terms • Difference between leadership, advocacy, and accountability 	<p>Book: <u>"The ASCA National Model: A Framework for School Counseling Programs"</u></p> <p>Book: <u>"School Counselor Leadership Training: An Essential Practice"</u> by</p>	
Day 2	<p>Topic: Leadership in SC</p> <p><u>AGENDA</u></p> <ul style="list-style-type: none"> • SC Roles in Leadership • Leadership Assessment • Power and Authority • Leadership Responsibilities • Act of Leadership 	<p>Webinar: <u>School Counselor Leadership</u></p> <p>Article: <u>The Leader Within</u></p> <p>Article: <u>Do You Have a Leadership Mindset?</u></p>	
Day 3	<p>Self-Paced Learning</p> <p>Topic: Leadership</p> <p>Leadership and impact at school, district, state, & national levels.</p>	<p>See Blackboard for Resources</p> <p>Book: Young & Miller</p> <p>Visit national & state school counseling websites:</p> <ul style="list-style-type: none"> • ASCA Council • State Counseling (i.e., <u>AL Counseling Association Operations Manual</u>) 	<p>Take Away /Reflection DUE</p>
Day 4	<p>Topic: Leadership in SC</p> <p><u>AGENDA</u></p>	<p>Article: <u>The Messy Process of School Counselor Leadership</u></p>	

	<ul style="list-style-type: none"> • Nature of leadership & Attributes • Leadership Values • Leadership – style, strengths and challenges 	Book: <ul style="list-style-type: none"> • ASCA Book • Young & Miller 	
Day 5	Topic: Accountability <u>AGENDA</u> <ul style="list-style-type: none"> • ASCA RAMP • ASCA forms and documents / • Assessment of school 	Article: <u>The 10 Principles of Policy Governance</u> Article: <u>Policy Governance Principles and Model Consistency Framework</u>	
Day 6	Topic: Accountability <u>AGENDA:</u> <ul style="list-style-type: none"> • School Counselors as Accountability Leaders • Focused Class Discussion 	Article: <u>Using Results to Get Results</u> *school board presentation Article: <u>Designated Data Mondays</u> Article: <u>School Counselors as Accountability Leaders: Another Call for Action</u>	
Day 7	Topic: Advocacy <u>AGENDA:</u> <ul style="list-style-type: none"> • Leadership and Social Justice • Activity: Privilege walk activity 	Article: <u>SC Advocacy Competencies</u> Book: ASCA Book	Take-Away/Reflection DUE
Day 8	Self-Pace Learning Topic: Advocacy	See Blackboard for Resources Webinar: <u>Town Hall: Confronting Racism: A Principal and School Counselor Collaborative Approach</u> Article: <u>Our Role in Cultural Competency</u>	
Day 9	Advocacy Presentations		Advocacy Proposals DUE
Day 10	Advocacy Presentations Last Class and Wrap-Up		

UNIFORM SYLLABUS POLICIES

Assignments. Assignments are distributed throughout the semester and all due dates are published in this syllabus and provided during the first-class meeting. Any assignment that is not submitted on time (defined as 12PM noon, Thursdays) will be penalized and may result in a ZERO. If by some unexpected circumstance that Blackboard Learn is problematic, please email IT Help Desk at helpdesk@olemiss.edu and then email me immediately at kbledsoe@olemiss.edu. The instructor reserves the right to address late assignments individually.

Academic Integrity and Honesty. Students are expected to complete all work for this course with autonomy (unless stipulated otherwise) and authenticity. All acts of dishonesty in any work for any course will constitute academic misconduct. Students are expected to follow the honor code as outlined in the current **MBook** in the event of any acts of academic misconduct. **Note:** SafeAssign will be utilized for written assignments to ensure academic integrity.

Attendance. Attendance for this course is mandatory. There are no "excused" or "unexcused" absences, just absences. Attendance and participation in class are expected. Excessive absences (more than one) will adversely affect the final grade for the course. Each additional absence results in a 5-point deduction from the final grade for this course. Candidates are responsible for all material covered when absent.

Communication. All UM students are issued an official @go.olemiss.edu email address when they are admitted. This is the primary means of communication from the administration, instructors, and advisors.

Email is the most efficient form of communication for me outside of class. You are welcome to email me to schedule a time to meet with me during my office hours or briefly before class.

Confidentiality. Confidentiality is the norm for all classroom interactions in the counseling program at Ole Miss. Please show respect for your classmates by keeping confidential any personal/clinical information revealed. Failure to do so may result in disciplinary action. If you are concerned about the safety/welfare of a classmate please contact Dr. Bledsoe immediately.

Policies Related to Students (Candidates) with Disabilities. Disability Access and Inclusion: The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content or the use of non-captioned or non-transcribed video and audio files. Students must also contact Student Disability Services at 662- 915-7128 so that office can 1) provide you with an Instructor Notification form, 2) facilitate the removal of curricular barriers, and 3) ensure you have equal access to the same opportunities for success that are available to all students.

Library. All students have access to resources available at the UM libraries, including JD Williams Library. Visit the website for more information at <https://libraries.olemiss.edu/>

Writing Center. Aside from one-on-one meetings with teachers during office hours, a great way to improve your writing is to work with writing consultants at one of the University's writing centers. Writing consultants will work with any student writer working on any project in any discipline. To learn more about the writing center locations, hours, scheduling and services, please go to rhetoric.olemiss.edu/writing-centers/

Religious Holiday Observance Policy. Students should notify me in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. I will provide students, who give the required notice of and are absent for observance of a religious holiday, a reasonable opportunity to complete academic responsibilities in the original or alternative form without penalty, unless doing so would interfere unreasonably with the academic integrity of the course.

Professionalism and Class Norms. As counseling students, you are encouraged to conduct yourself under the minimum standards stated in the American Counseling Association (2014) Code of Ethics. Professional behavior is expected in class: arriving on time, being prepared, responding professionally to feedback, and demonstrating engagement with the material and your classmates. Students should exhibit attitudes and behaviors congruent with the counseling profession, which includes being receptive to new ideas, openness to others, curiosity, the ability to receive/utilize feedback, and respect for others.

Professionalism, Respect for Others, and Respect for Diversity. The instructor and students in this course should act with professional behavior that aligns with the counseling profession. Everyone will demonstrate respect for each other and all people. The many aspects related to diversity – diversity in characteristics such as age, gender, race, socioeconomic status, physical and cognitive ability, sexual orientation, and religious preferences as well as diversity in opinion and experience – should be demonstrated at all times. Additionally, respect for others includes respect for diversity, and being cognizant of the words you use (e.g. inclusive language).

Technology. Please respect your peers and your instructor by being vigilant of your use of technology during class. This means, for example being on social media, checking email, and/or

editing photos during class takes away from your learning experience and can distract you and your peers. **Note:** You are welcome to take notes with your laptop, table, etc.

Phones. The same is true for phone use (e.g. texting, email) during class. If there is an urgent call you are waiting for you are welcome to have your phone out and set to "silent", but otherwise, please keep your phone in your bag, pocket, etc. so it does not distract you or your peers.

Severe Weather Protocol. Severe weather may impact the University. The University monitors the weather and will notify the students through the Warnings protocol. Visit the Emergency Information page <https://olemiss.edu/emergency/weather.html> for weather-related information.

Department of Leadership and Counselor Education
The University of Mississippi
Course Syllabus

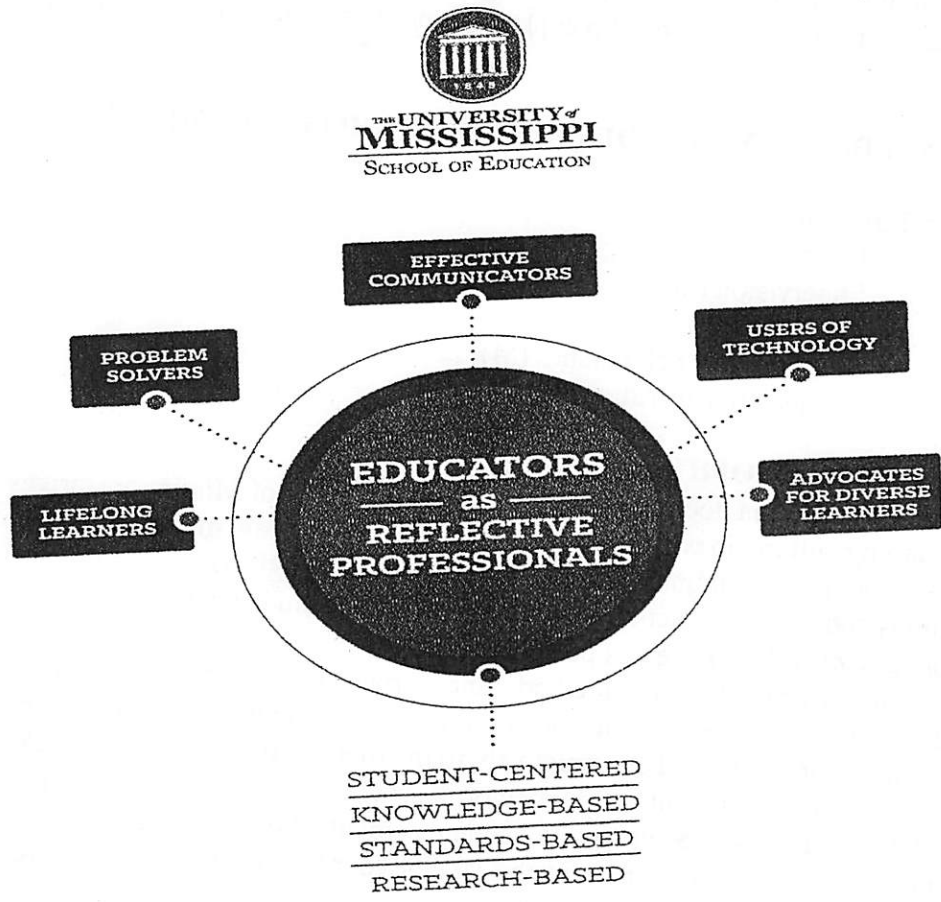
COUN ###: DOCTORAL SEMINAR
Tuesday, January 19 – May 4, 2021 (1 – 3:30 pm), Guyton Room 215
Spring 2021

CATALOG DESCRIPTION:

INSTRUCTOR:

Name	A. Stephen Lenz, Ph.D., LPC, NCC
Office #	Guyton 145
Office Phone #	662-915-5476
Office Hours	Before class and by appointment; Face-to-face and via Zoom
Email Address	aslenz@olemiss.edu

I. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:



A. School of Education Mission

The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

B. School of Education Vision

We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.

C. Unit Major (M) and Minor (m) Themes/Outcomes

1. Lifelong learners who take responsibility for their own learning and continuously foster their professional renewal. (m)
2. Problem solvers who develop solutions to improve the educational environment for all students. (M)
3. Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (m)
4. Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)
5. Advocates for diverse learners who appreciate, promote, and model the values of diversity. (m)

II. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

Counselor Education

1. Counseling (m)
2. Supervision (m)
3. Teaching (m)
4. Research and Scholarship (M)
5. Leadership and Advocacy (M)

PROGRAM PHILOSOPHY:

The counselor education doctoral program at The University of Mississippi strives to offer a vibrant learning culture, in which we all energetically participate in the learning process. Graduate school is a community of learners, and we encourage you to foster its development. This requires dedicated interaction by both instructor and students. Each of us must metaphorically *own* the course at a personal level. As instructors, faculty members are responsible for effective teaching methods, appropriate course content, and a variety of learning tools. However, true understanding and command of the subject can be achieved only if you commit to the course, respond constructively to instructor direction and feedback, and apply the learning tools. We do not want you to memorize material for the sake of earning a score. The intent of this program is to equip you to become competent professional. We want you to absorb, process, and master content for the sake of your future clients and the profession you will represent. Strive to be the best you can be.

ACADEMIC INTEGRITY: Submitting the work of others as your own, submitting prior work for present assignments without written permission of the instructor, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the university depending on the seriousness of the offense.

METHODS OF INSTRUCTION: Instructional methods used in this course are based on meta-gological learning principles situated within a professional orientation and development framework. Within this framework, traditional didactic lectures and discussions will be facilitated to introduce and explore fundamental concepts, competencies, and skills. However, the majority of learner experiences will be associated within experiential and project-based applications of material to the development of professional identity as a counselor educator and supervisor. The aims of this experiential application will be characterized by:

COURSE REQUIREMENTS AND EVALUATION PROCEDURES

REQUIRED TEXT & ACCESS TO ONLINE MATERIALS:

Okech, J. E., & Rubel, D. J. (2019). *Counselor education in the 21st century. Issues and experiences*. American Counseling Association.

* Computer and internet to access learning modules on Blackboard which are available through *blackboard.olemiss.edu*.

2016 CACREP STANDARDS ADDRESSED IN THIS COURSE

COUN ### course objectives and related activities are designed to address the needs of Doctoral-Level Counselor Educators in our Council for the Accreditation of Counseling and Related Educational Programs (CACREP)-accredited program. Accordingly, the course will emphasize the application of knowledge gained from research and best practices in strategies for community engagement, leadership in consultation, methods and models for assessment design and program evaluation. You will be exposed content that is based on the latest research-informed best practices in both lecture, experiential, and community-based application formats designed to prepare you for culturally-responsive practices for consultation, needs assessment, and program evaluation. Activities inherent within this course are based on the following 2016 CACREP standards:

DOCTORAL PROFESSIONAL IDENTITY CORE

CACREP Standard	Related Learning Outcome
Section 6.B.3.a	Understands and discusses the roles and responsibilities related to educating counselors
Section 6.B.3.c	Understands and discusses models of adult development and learning

Section 6.B.3.d	Understands and discusses instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
Section 6.B.3.f	Understands and discusses screening, remediation, and gatekeeping functions relevant to teaching
Section 6.B.4.h	Understands and demonstrates use of strategies for professional writing for journal and newsletter publication
Section 6.B.4.i	Understands and demonstrates use of strategies suitable for professional conference proposal preparation
Section 6.B.5.b	Understands, discusses, and applies strategies for leadership and leadership development in professional organizations
Section 6.B.5.c	Understands and discusses leadership in counselor education programs
Section 6.B.5.d	Understands and discusses knowledge of accreditation standards and processes
Section 6.B.5.e	Understands and discusses current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
Section 6.B.5.l	Understands and discusses ethical and culturally relevant leadership and advocacy practices

REQUIRED LEARNING ACTIVITIES

Formative Reflections: The 3-2-1. A central feature of consolidating learning and meaning making within experiential learning paradigms is self-reflection. Thus, this course will require you to submit 3 guided reflection papers that provide narrative accounts of your interactions with course content and processes. These submissions will be structured in a 3-2-1 reflection format wherein you will: (a) identify and describe 3 things that you have learned related to the unit; (2) identify, describe, and explore 2 questions that you still have following the unit; and (3) identify, describe, and explore 1 prediction that you have related to remaining course content and/or your professional development based on unit content. To receive maximum credit for these submissions, you will need to be clear, descriptive, and integrate course readings and lived experiences into the narratives. Submissions without these features will not receive a passing grade. These submissions should be prepared according to Publication Manual of the American Psychological Association, Seventh Edition guidelines for professional papers. Submissions are not to exceed 6 pages (1 title page, 3 pages of content, and 2 pages for references) and are worth 25 points each for a total of 75 points (37.5%) of your overall course grade.

Professional Cover Letter.

Conference Proposal Development & Submission.

Newsletter or Journal Article Submission.

Topic Presentation.

A. Evaluation Procedures

Assignment	Points
3 Formative Reflections (20 points each)	60
Professional Cover Letter (25 points)	25
Conference Proposal Submission (50 points)	50
Manuscript Preparation & Submission (50 points)	50
Topic Presentation (15 points)	15
TOTAL:	200

Grades will be assigned on the following point ranges:

200 – 180 = A; 179 – 160 = B; 159 – 140 = C; 139 – 110 = D; $\Sigma < 110 = F$

B. Participation & Professionalism

Like any class, this class may be considered a rather large group. As in any group, commitment--as reflected by attendance and active participation--is vital. Because of the strong experiential component (case applications, conceptualization presentations) in this class, your attendance is important not only for your own learning but for the learning of others and for class spirit. There are no points assigned for you to contribute in discussion, but as an individual who is preparing to be a leader in the classroom, your active engagement is expected as a professional standard. This will require that you read assigned material prior to the class period in which the reading is discussed. It is also expected that your cell phones be turned off or on vibrate and not visible for the duration of the class. More than two unexcused absences will result in deduction of a letter grade for the course.

C. Late Work Policy

One added challenge to attending graduate school coursework is that many students have families, work part or full-time jobs, and have to negotiate a number of responsibilities outside of the classroom. As a faculty member I acknowledge that it is understandable that life circumstances may take precedence to your school work and encourage you to plan, when possible, the turning in of your assignments and completion of course activities in the event that you should have to miss class. As a policy, all assignments are to be turned in by the beginning of class on the due day. I do not accept any late work that is not accompanied by documentation (e.g. medical professional, computer technician report, etc.); however, I will accept incomplete work and score what work has been completed.

D. Classroom Climate

The classroom is a place to facilitate a climate of professionalism and respect at all times. Please be cognizant that classroom discussion and sharing benefits personal and professional growth. It is imperative that you remember to respect other opinions regardless of whether they are similar or very divergent from your own. Talking while others are sharing, holding side conversations with your neighbors during class discussions, talking negatively about the course, and providing negative commentary about those teaching the course, all contribute to a negative classroom climate. Any student actively participating in negative classroom climate behaviors, will impact their ability to obtain a professor recommendation for future jobs and may result in formal documentation in the student's permanent file. Because this course is taught as a seminar and is shared by participants, it is not possible to make up material missed in class. Plan to attend all class meetings. Students are expected to adhere to the Ethical Guidelines of the American Counseling Association and the Association for Counselor Education and Supervision when engaged in counseling, teaching, and/or scholarly activities. Unethical conduct may result in grade penalty or other consequences according to departmental guidelines.

E. Disability Access and Inclusion

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation, or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content, and the use of non-captioned or non-transcribed video and audio files. If you are registered with SDS, you must log in to your Rebel Access portal at <https://sds.olemiss.edu/rebel-access-portal> to request approved accommodations. If you are NOT registered with SDS, you must complete the process to become registered. To begin that process, please visit our website at <https://sds.olemiss.edu/apply-for-services>. SDS will:

- Complete a comprehensive review to determine your eligibility for accommodations,
- If approved, disseminate to your instructors a Faculty Notification Letter,
- Facilitate the removal of barriers, and
- Ensure you have equal access to the same opportunities for success that are available to all students.

If you have questions, contact SDS at 662-915-7128 or sds@olemiss.edu.

F. Disability Access Statement

It is University policy to provide, on a flexible and individual basis, reasonable classroom accommodations to students who have verified disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

G. Title IX Compliance Statement

The University of Mississippi is committed to protecting students from sexual discrimination, sexual assault, stalking, sexual harassment, and relationship violence. If you are affected by any of these issues, please reach out to the Title IX Coordinator at 662-915-7045. The University may be able to offer services and assistance. Also, the Title IX Coordinator may contact you if

you write about or report any of these concerns to any faculty or staff members. (Faculty and Staff are required by law to report sexual discrimination, but you are not required to follow up on the report.) If you are dealing with any other issue involving unlawful discrimination, please contact the Office of Equal Opportunity and Regulatory Compliance at 662-915-7735.

H. QUESTIONS, CONCERNS, AND GRIEVANCES

Any questions regarding expectations, assignments, or problems with this class may be brought up with the instructors for resolution. If resolution is not met, further grievance procedures may be taken under the appeal process as outlined in your student handbook and The University of Mississippi school catalogue.

G. COMMUNICATION POLICY

Email. In this course, you are expected to actively use your "go.olemiss.edu" email by checking it on a regular basis. Check your junk folder to make sure you are not missing any emails. This email will be our primary form of formal communication. As such, you are expected to treat email communication with professionalism by addressing me as your professor, writing in complete sentences, and closing the email with a salutation and your name. **If you ever need to email an assignment to me, please attach it as a Word document or a PDF so that I can open it and give you credit.** I will always try to respond to your emails within 24 hours. If you email me an assignment and do not hear from me within 24 hours, this means I have not received the assignment and you should contact me again at once. Do not assume, if you email me the night before an assignment is due, that we will be able to have an adequate discussion. Look ahead on the syllabus, be aware of upcoming assignments, and contact me appropriately early if there is a question or concern.

SUGGESTIONS FOR GETTING THE MOST FROM THIS COURSE:

1. Read the contents of this syllabus. Ask necessary questions early in the semester, rather than later.
2. Contact your instructor for clarification on material and class requirements.
3. Pay attention to due dates and stay current on readings.
4. Contact the instructor early if you are having problems in the course or if you have questions.
5. If you feel you have been graded unfairly on an assignment or you feel that some aspect of the class is unfair, please talk directly with the instructor about the problem. Discussion of these types of issues with other students in the course undercuts the focus on learning in the course and is unprofessional behavior.
6. Utilize your library resources.

ACTIVITIES/ ASSIGNMENTS/ DELIVERABLES			MATERIALS
DATE			
Content Area 1: Understanding the Counselor Education Job Market			
Week 1	Counselor Educator, Not Professional Counselor 5 Areas of CES Identity, 4 Areas of Academe Trends in Hiring and Types of Positions Institutional Identities		
Week 2	Identifying Opportunities Responding to Job Postings Representing your Identity through the CES CV		
Week 3	Entering the CES Job Market Developing the CES Cover Letter Preparing for your Interview		
Content Area 2: Career Identity Development in a Culture of Produce or Perish			
Week 4	Different Productivity for Different Positions Association Membership & Conference Presentations		
Week 5	Productivity Management in Scholarship Developing a Research Agenda		
Week 6	Professional Service & Scaffolding Leadership Development		
Content Area 3: The Practice of Counselor Education			
Week 7	CACREP, KPIs, SLOs, and the Curriculum		
Week 8	Admissions and Gatekeeping Processes		
Week 9	Communications with Students		
Week 10	Advising and Mentoring Students		
Week 11	Working with and through Socio-Political Issues and Student Experiences		
Week 12	Faculty Review, Promotion, and Tenure Processes		
Week 13	Collegiality and Professional Culture		
Week 14	Self-Care and Career-Sustaining Lifestyles		

Agenda
Item 11.C.2

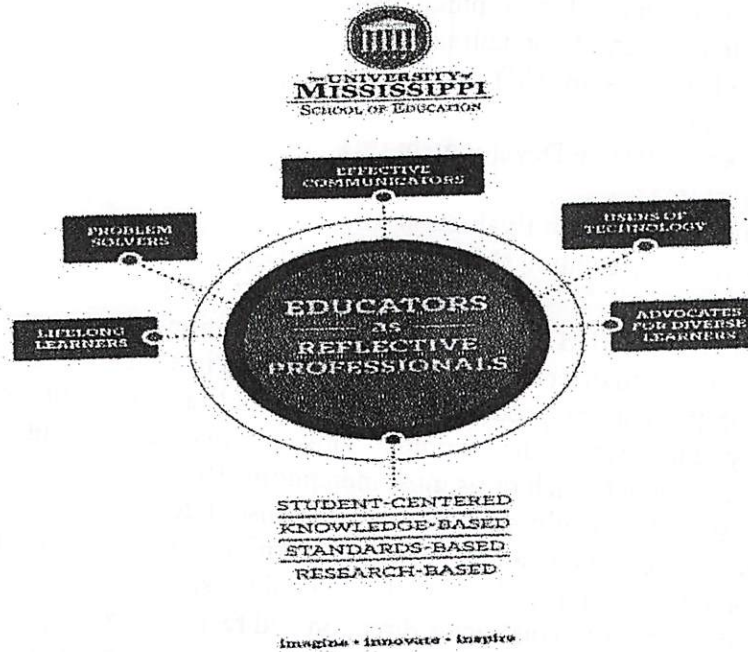
The University of Mississippi
Department of Leadership and Counselor Education

COUN ##### Grant Writing

I. **COURSE DESCRIPTION:** This course will support students in the development of skills required for the completion and submission of competitive grant proposals. Through interactive learning and assigned tasks (i.e., the completion of an actual grant proposal), the course will focus on planning, research, evaluation techniques, budgeting and how to effectively communicate issues and needs in a clear and concise manner. (3 hours)

II. **Instructor:** Stephanie L. Lusk, Ph.D., CRC
Office: 106 Guyton Hall
Phone: 662.915.2167
E-mail: slusk@olemiss.edu
Office hours:

III. **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:**



- **School of Education Mission:** The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

- **School of Education Vision:** We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.

- **Unit Major (M) and Minor (m) Themes/Outcomes:**

- **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (M)
- **Problem solvers** who develop solutions to improve the educational environment for all students. (M)
- **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (M)
- **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)
- **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. (M)

- **Knowledgebase - Major (M) AND Minor (m) Themes:** The core areas that comprise the knowledge base are:

- Human Growth and Development (M)
- Social and Cultural Foundations (M)
- Helping Relationships (M)
- Group Work (m)
- Career and Lifestyle Development (m)
- Appraisal (m)
- Research and Program Evaluation (m)
- Professional Orientation (M)

IV. **COURSE PHILOSOPHIES:** The Counselor Education program at the University of Mississippi strives to offer a vibrant learning culture in which we all energetically participate in the learning process. Graduate school is a “community of learners,” and we encourage you to foster its development. This requires dedicated interaction by both instructor and student. Each of us must metaphorically “want” the course at a personal level. As instructors, faculty members are responsible for effectively teaching methods, appropriate course content, and a variety of learning tools. However, true understanding and command of the subject can be achieved only if students commit to the course, respond constructively to instructor direction and feedback, and apply the learning tools. We do not want you to memorize material for the sake of earning a score. The intent of this program is to equip you to become professional counselors. We want you to absorb, process, and master content for the sake of your future clients. Strive to be the best you can be.

V. **COURSE OBJECTIVES:** Upon the completion of this course, students will be able to:

1. Demonstrate an understanding of the grant writing process (i.e., apply strategies required for successful grant writing and submission)

2. Find potential funding sources relevant to their research and professional interests
3. Read and understand grant guidelines and requests for proposals/applications (RFP/RFA)
4. Identify the components of a grant (e.g., abstract, narrative, evaluation, budget, key personnel)
5. Prepare and justify budgets, including addressing cost-sharing, F&A costs, and fringe benefits
6. Follow procedures for grant submission and grant start-up via the Office of Research and Sponsored Programs (ORSP)
7. Successfully complete a grant application (submission not required) to include all required documents (e.g., budget, forms, letters of support, etc.)

VI. CACREP STANDARDS

- B. Doctoral Professional Identity
 - 4. Research and Scholarship
 - B.4.k – Grant proposals and other relevant sources of funding
 - B.4.l – Ethical and culturally relevant strategies for conducting research

VII. REQUIRED TEXTBOOKS

- Howlett, S., & Bourque, R. (2016). *Getting funded. The complete guide to writing grant proposals* (6th ed.). Seattle, WA: Word & Raby Publishing. (ISBN 978-0984277254)
- Karsh, E., & Sue, A. (2019). *The only grant-writing book you will ever need* (5th ed). New York: Basic Books. (ISBN 978-1541617810)

VIII. COURSE REQUIREMENTS AND EVALUATION PROCEDURES

- A. Course Requirements: Class Attendance and Participation.** Class sessions will feature discussion, activity, and interactions specifically designed to promote experiential learning. Class dialogue and the exchange of ideas and experiences cannot be replicated; therefore, class attendance and participation are vital to the success of the course. Participation means not only attending class, but also being active in discussions. Students are expected to be prepared for class (completed readings, assignments, etc.) and ready to discuss their scholarly insights, related experiences, and questions.

Although this class will be held online, it is still important that students actively engage in the course material each week. Students are encouraged to ask questions in the group chat and post any materials or resources they found helpful in their understanding of statistical concepts.

- B. Assignments.** All assignments for this course must be original work. Any written assignments submitted must be typed, double-spaced, have one-inch margins and have your name on it to receive credit – ergo all assignments should be in APA format unless otherwise specified. Assignments will be submitted via Blackboard

(Bb), which timestamps and tracks all upload attempts. All assignments are due on the date noted on your syllabus, unless otherwise indicated by the instructor **All late assignments receive a letter grade deduction. No late assignment will be accepted one week after due date. Any assignments not turned in by the last day of class will not be graded.** If you have to miss class on the day that an assignment is due, you must still upload it into Bb by the due date in order to receive any credit. Each assignment will be explained in class before it is due. If you miss the explanation or a handout, ask a classmate. You are responsible for all information you missed.

1. **Completion of grant application.** Students, as "grant groups," will be required to complete an agreed upon grant application by the end of the semester. Students can choose grants that have expired and write for practice or students can choose active, open grants and submit for funding should time permit during the semester. Each section of the grant should be fully completed along with any additional paperwork or forms required.
2. **Review of grant applications.** Each grant group will be required to review and provide feedback to at least one other grant group throughout the semester. Feedback will need to be substantive and lend to the further development of the other grant group's success.

C. Grading

This is a "pass/fail" course. Students will receive continual feedback from the instructor and other reviewers throughout the entirety of the semester. A passing grade includes the successful completion of a competitive grant by the end of the semester. Incomplete grades will only be given in highly unusual circumstances.

IX. ATTENDANCE POLICY

It is understood that some students may experience sickness, injury or family crisis that will make it impossible for them to attend on an occasional basis. It is the responsibility of the student to inform the instructor by phone or email when they discover that they cannot attend class. One missed classes (unexcused) or two tardies can result in a grade being lowered by one letter.

Students are expected to attend classes, to listen respectfully to presentations by the instructors, the guest speakers and fellow classmates. Learning in this class is based more upon authentic and honest interaction with all participants, as compared with the accumulation of information. That being the case, it is vital that each student participates fully in the class.

X. SPECIAL CONSIDERATIONS

- A. **Policies Related to Students with Disabilities.** The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not

necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content or the use of non-captioned or non-transcribed video and audio files. If you are registered with Student Disability Services (SDS), you must log into your Rebel Access portal at <https://sds.olemiss.edu/rebel-access-portal> to request approved accommodations. If you are not registered with SDS and believe you may benefit from accommodations because of a disability, you must complete the process before becoming registered. To begin the process, please visit our website at <https://sds.olemiss.edu/apply-for-services>. Students must also contact SDS at 662-915-7128 so that their office can 1) provide you with an Instructor Notification form, 2) facilitate the removal of barriers, and 3) ensure you have equal access to the same opportunities for success that are available to all students.

Service Animals. The University follows all federal guidelines and regulations as they apply to service animals. As defined by the US Department of Justice, a service animal is a dog or a miniature horse, that has been individually trained to perform a specific task, or tasks, directly related to the person's disability. There are no restrictions on the breed or size of a service dog. With the exception for reasonable health and safety issues, service animals may accompany their handler to any environment in which the general public is allowed, as well as other university environments. They are not required to be registered or certified and handlers are not required to submit documentation indicating the animal is a service animal. They are not required to wear identifying service animal vest.

Emotional Support Animals. The University also supports the use of emotional support animals (ESA), also known as comfort or assistance animals that provide companionship and comfort and may help to alleviate the symptoms of depression and anxiety. Unlike service animals, ESAs are not recognized by the Americans with Disabilities Act, but the Federal Housing Act and the Air Carrier Access Act. As such, these animals are allowed in campus housing, but are not allowed access to public or private spaces. Those with ESAs are required to submit appropriate documentation through the Student Disability Services office.

B. Students and Basic Needs. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact U-Matter Student Support and Advocacy at 662.915.7248 or kfoster@olemiss.edu. Students who struggle to afford groceries or access sufficient food to eat are especially encouraged to visit the University Foodbank in 213 Kinard Hall or email olemissfoodbank@gmail.com. Students who are struggling to meet their basic needs may also find the following website helpful: <https://www.findhelplafayettecounty.org/>

- C. Sexual Assault and U_Matter.** Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources in the Title IX office in Martindale 207D or at 662.915.7045.

U_Matter Student Support Services and Advocacy provides free and confidential information, consultation support, and advocacy to University of Mississippi students and graduate students who have experienced a traumatic, disturbing, or life disruptive event. U_Matter is not a part of the police department, or the Equal Opportunity and Regulatory Compliance Office, and is a confidential resource for students.

If you have questions about U_Matter services, or if you would like to talk with an advocate, please call 662.915.1059 or email sapoole@olemiss.edu. If you would like to meet with a U_Matter advocate, please stop by the Ole Miss Union Suite 301, Monday through Friday from 8:00-5:00.

- D. Student Counseling Services.** As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The University of Mississippi offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the University Counseling Center (UCC) by visiting <http://counseling.olemiss.edu> or by calling 662.915.3784. You can reach an on-call counselor when the UCC is closed by calling the University Police Dispatch at 662.915.7234 and request to speak to a counselor. Twenty-four-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1.800.273.TALK (8255) or at <http://suicidpreventionlifeline.org>

XI. INSTRUCTIONAL STRATEGIES

- A. Academic Integrity and Honesty.** Students are expected to follow the honor code as outlined in the current *University of Mississippi Handbook*. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process.

Plagiarism consists of passing off as one's own ideas, words, writings, etc., which belong to another, even if you have permission of that person. Plagiarism is one of the worst academic offenses a student can commit.

B. Flexibility Clause/Changes in Syllabus. The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class. Also, the aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying the course syllabus.

C. Classroom Etiquette. As a doctoral and master's students in a counseling program, there are certain expectations for classroom etiquette. Please turn off all phones before class begins. Not only is ringing and texting disruptive, but because sensitive material is sometimes discussed in counseling classes, this type of interruption is particularly unwanted. It is disturbing to other students and is disrespectful of the learning process.

D. Technology Requirements. You must have access to the Internet, preferable high speed, for the duration of this course.

E. Browsers. Internet Explorer is no longer supported; as such, students are required to use Firefox, Google Chrome, or Safari.

F. Tech Support. The IT Helpdesk, centrally located in Weir Hall, is open Monday through Friday, 8 a.m. to 5 p.m. The helpdesk aids students and employees with technology-related issues involving software, hardware and networking. It provides support for email, Wi-Fi, Microsoft Office and other campus-wide applications. Come by Weir Hall or call us at 662-915-5222. Email helpdesk@olemiss.edu or visit their website for more information.

XII. COVID-19 POLICIES

A. Classroom Health Requirements

- Properly worn face coverings or face masks are required inside all University buildings. Face-to-face sessions will not proceed unless all present have properly worn face coverings or face masks. (Students who have a diagnosed health concern which interferes with the wearing of face coverings or face masks may contact the Student Disability Services (SDS) Office to seek a University-approved accommodation. Please contact SDS at <https://sds.olemiss.edu/> for more information.)
- Students and faculty must complete the daily symptom checker before any face-to-face class meeting.
- Students and faculty must quarantine for 14 days if they have a positive COVID-19 test, possible virus exposure, or display any symptoms related to COVID-19.
- Students with COVID-19 should seek medical attention at the Student Health Center and contact their instructor to let them know that they are sick, quarantined, or have some other health-related absence.
- If students test positive for COVID-19 at any health care facility, they must contact the Student Health Center at 662-915-7274. (Faculty and staff should

contact the Employees Health Service at 662-915-6550.) University Health Services will coordinate contact tracing to lessen the likelihood of spread.

- Upon entering the classroom, students and instructors should use provided cleaning supplies to wipe down the surfaces that they will touch during the class.

B. Nonadherence with Health Requirements

- Students have been informed of the COVID-19 guidelines for the school year (including face covering, social distancing, hand hygiene, etc.); therefore, students will not be allowed in classroom spaces when they are out of compliance with these guidelines.
- The University's Academic Conduct and Discipline Policy states that "disorderly behavior that disrupts the academic environment violates the standard of fair access to the academic experience." Failure to adhere to health requirements during the COVID-19 emergency will be deemed as disruptive to the classroom and will be enforced following the Academic Conduct and Discipline procedures.
- The University of Mississippi has adopted a tiered disciplinary protocol for nonadherence to COVID-19 health requirements. This disciplinary protocol is maintained by the Office of Conflict Resolution and Student Conduct (<https://conflictresolution.olemiss.edu/>).

C. Attendance Policies

Students attending the virtual component of hybrid, remote, or online courses are subject to the same attendance policy and procedures as traditional students. However, participation is defined in a different manner. The University's "Attendance Policy for Online Education" states: "Student attendance in online courses is defined as active participation in the course as described in the individual course syllabus." If students fail to meet online attendance requirements as stated in the syllabus, they will be given an absence.

D. Student Support Resources

- Students are encouraged to visit the University's Keep Learning site (<https://olemiss.edu/keeplearning/>) to access information and resources related to COVID-19 support. The site provides links to University student services to facilitate and support learning.
- Students with diagnosed health concerns that may affect their compliance with COVID-19 health requirements should contact UM's Student Disability Services (SDS) Office (<https://sds.olemiss.edu>) to see if they are eligible for an SDS accommodation as soon as possible.

E. Updated Contact Information

- The University must have accurate contact information, including cell phone numbers, to facilitate student communications and contact tracing. Students should check and update their University contact information (<https://olemiss.edu/mystudentprofile>).

Grant Writing Course Outline

Week	Topic	Assignments Due
Week 1	Overview of course, assignments, and requirement	
Week 2	Developing a successful grant proposal – How to find grants using databases	In class – Identify grant
Week 3	Review of grant RFP/RFA, components of an application (e.g., abstract, narrative, evaluation, key personnel)	
Week 4	Writing the narrative – Who is your audience	In class – Narrative
Week 5	Writing the evaluation plan – How to determine if your project actually works	In class – Evaluation
Week 6	Developing the budget (e.g., F&A costs, fringe benefits, GA tuition, cost sharing, travel) – How much for what	In class – Budget
Week 7	Writing the abstract/key personnel – Who will help support your grant	In class – Abstract/Key Personnel
Week 8	Group work	Abstract and narrative due to peer reviewers
Week 9	Group work	Evaluation and budget due to peer reviewers
Week 10	Group work	Revisions, finalization of grant
Week 11	Group work	Full proposal due (including any additional required grant attachments/forms)
Week 12	Submitting the grant through the Office of Research and Sponsored Programs (ORSP)	
Week 13	None	Final group review and feedback

POLICIES GOVERNING THE RECOMMENDATION FOR THE AWARD OF
TENURE AND PROMOTION IN THE SCHOOL OF EDUCATION

The tenure and promotion recommendation policies contain criteria with regard to research and creative/scholarly achievement, teaching, service, external evaluation, and professional relationships. The criteria are not meant to be rigid standards. Their attainment does not guarantee tenure or promotion by the University, and their lack of attainment does not preclude a recommendation in favor of tenure or promotion. The criteria are intended to serve as minimal expectations to guide departments in their professional judgment of individuals. The criteria also can guide the individual in deciding if he or she is eligible to apply for tenure and/or promotion. Additionally, satisfactory reports from external evaluators are critical to an overall judgment in favor of the candidate and will be required. These policies supplement the language of the applicable policies of the University. Departmental autonomy of judgment remains; although this document is for the unit, tenured departmental faculty, rather than all School of Education faculty, will vote as to the appropriateness of an applicants' credentials.

Criteria for Tenure and Promotion from the Rank of Assistant Professor to Associate Professor.

I. Research and Creative/Scholarly Achievement

The faculty member will provide evidence of:

- A. Publications in refereed or other scholarly professional journals with international, national, or regional reputations. These publications should be during the individual's period of employment in a professorial rank at The University of Mississippi. If the candidate brings a record of scholarly activity, the requirement of a publication record while employed at The University of Mississippi may be modified. Publication of a book shall be considered as equivalent to authorship of multiple journal articles. Authorship is recognized whether or not the individual is the senior author.

and

- B. Examples of other activities, including papers read at scholarly conferences, editorial work for publications, receipt of research grants or contracts that support continued research, and publication of manuals, media materials, or articles in state journals. Across the activities, different levels (state, regional, national, and international) must be represented.

In the event that a candidate's scholarly work has contributed significantly to changes in the knowledge base and/or the practice of the candidate's profession, or has had a significant influence on the society at large, then the requirement of scholarly activities expected may be modified.

II. Teaching

The faculty member will demonstrate quality teaching as evidenced by:

- A. Evaluation by students using The University of Mississippi evaluation instrument.

and

- B. Joint evaluation by the department chair and a tenured faculty member each semester. The evaluation will require a conference after each observation, during which strengths, weaknesses, and recommendations would be discussed. Information from other sources, e.g., data from student interviews and examination of course materials, may also be used in the evaluative process. Additional classroom evaluations will be held if circumstances require them.

and, for example,

- C. Advising of students, the candidate's ability to motivate a wide range of students, development of new instructional techniques and teaching materials, publication of books, or other materials which contribute to teaching, direction of dissertations and theses, receipt of educational contracts that support teaching, and teaching awards.

III. Service:

The faculty member will exhibit application of professional expertise through service activities. The specific expectations are:

1. Instances of service activities that include performance in some of the following categories of activities: consultantships, clinical activities, service to professional organizations, and other forms of funded and unfunded public service. Service activities might also include off campus teaching, if overload, and contributions to University, School, or departmental governance.

IV. External Evaluations

- A. Evaluation of the candidate's research and creative/scholarly activities by five professional colleagues outside the University will be required. Two external evaluators will be selected by the candidate, with others to be selected by the department chair. The majority of these external evaluations should be favorable.

and

- B. The candidate will be responsible for preparing a dossier to be sent to the outside evaluators which shall be the same as the set of materials sent to the University personnel considering the candidate for tenure.

V. Professional Relationships

The faculty member will exhibit ethical behavior

Criteria for Promotion from the Rank of Associate Professor to Professor:

I. Research and Creative/Scholarly Achievement

The faculty member will provide evidence of:

- A. Publications in refereed or other scholarly professional journals with international, national, or regional reputations. These publications should be during the individual's period of employment in a professorial rank at The University of Mississippi. If the candidate brings a record of scholarly activity, the requirement of a publication record while employed at The University of Mississippi may be modified. Publication of a book shall be considered as equivalent to authorship of multiple journal articles. Authorship is recognized whether or not the individual is the senior author.

and

- B. Examples of other activities, including papers read at scholarly conferences, editorial work for publications, receipt of research grants or contracts that support continued research, and publication of manuals, media materials, or articles in state journals. Across the activities, different levels (state, regional, national, and international) must be represented.

In the event that a candidate's scholarly work has contributed significantly to changes in the knowledge base and/or the practice of the candidate's profession, or has had a significant influence on the society at large, then the requirement of scholarly activities expected may be modified.

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- B. Joint evaluation by the department chair and a tenured faculty member each semester. The evaluation will require a conference after each observation, during which strengths, weaknesses, and recommendations would be discussed. Information from other sources, e.g., data from student interviews and examination of course materials, may also be used in the evaluative process. Additional classroom evaluations will be held if circumstances require them.

and, for example,

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and

- B. The candidate will be responsible for preparing a dossier to be sent to the outside evaluators which shall be the same as the set of materials sent to the University personnel considering the candidate for tenure.

V. Professional Relationships

The faculty member will exhibit ethical behavior

The faculty of the School of Education will review this document annually and will modify it as necessary.

November 3, 1988

Tenure and/or Promotion Dossier Routing Sheet

Action	Published Deadline	Date completed or Forwarded	Signature of Responsible Individual
Submission of Dossier	September 1		
Departmental Meeting	Prior to November 21		
Department recommendation to Dean	November 21		
Dean's recommendation to Graduate Dean	December 10 (T) January 3 (P)		
Graduate Dean's Recommendation to Vice-Chancellor for Academic Affairs	January 15		

Item 111. B

**The Community Engaged Leadership Minor Task Force
At the University of Mississippi**

The Community Engaged Leadership Minor (CELM) work group is an intercollegiate, inter-school initiative focused on developing an undergraduate minor program for students to develop or strengthen leadership through work with communities beyond the campus.

The Work Group co-chairs are meeting with individuals from departments and schools across the campus to share the committee's work with deans, department chairs, and interested faculty. A presentation on the committee's work will take 15 to 20 minutes total, and we welcome 15 minutes of question and answers.

In addition to a presentation, we invite Faculty to consider the following opportunities in conversation with their department chairs:

Call for Community Engaged Leadership Minor Affiliated Faculty

The CELM work group seeks faculty who are interested in becoming affiliated with the CELM program for the purpose of shaping and governing this intercollegiate, inter-school minor. These faculty should have interest in or experience with community engaged teaching, learning, and research, or leadership cultivation and development. These faculty will likely teach at least one class that is part of minor. Courses for the minor will include the introduction and capstone courses, which affiliated faculty will assist in designing, and existing courses that are cross listed as part of the minor. Faculty who are interested should submit a one-page cover letter of interest with a CV to their department chair. Department chairs will refer these materials to their deans.

Call for Community Engaged Leadership Minor Courses

The Community Engaged Leadership Minor (CELM) work group seeks classes to be cross-listed or developed for the CELM program. As you consider whether your course might be a good fit, please follow [this link](#) to the DRAFT competencies, learning objectives, and CE methods that will be the starting point for the affiliated faculty to shape the minor. Please note that your course does not have to have a community engagement or service-learning component to be considered. If your course includes leadership development or ethical reasoning as a primary or tertiary learning objective, we encourage you to consider submitting your course for consideration. We also encourage faculty to submit courses that could be included in the CEL minor with modifications and revisions. Each year, the Affiliated Faculty governing the Community Engaged Leadership Minor will reissue a call for courses to ensure that faculty have the opportunity annually to submit courses for consideration. For consideration of your course, please send your syllabi and a one paragraph justification to CELM task force co-chairs Dr. Allison Ford-Wade (ford@olemiss.edu) and Dr. Anthony C. Siracusa (acsiracu@olemiss.edu). All submissions will be referred to the CELM Affiliated Faculty group for approval.

Please submit any additional questions or comments to CELM task force co-chairs Dr. Allison Ford-Wade (ford@olemiss.edu) and Dr. Anthony C. Siracusa (acsiracu@olemiss.edu).