



EAST TENNESSEE STATE
UNIVERSITY

Clemmer College
Department of Counseling and Human Services
COUN 5010 *Trends in School Counseling*

Syllabus

Fall 2021

Thursdays 8:00 am - 10:50 am

Section 001

Location 311

Contact Information

Instructor: Christine D. Lewis Pugh, PhD, LPC (MS), NCC, NCSC

Email: lewispugh@etsu.edu

Phone: (423) 439-4184

Office: Warf-Pickel 310

Instructor Availability

Office Hours: Monday (11-2pm) & Wednesday (1-4pm) in-person and via Zoom, by request.

Please note: If you have specific concerns I request that you make an appointment or advise me of your desire to meet so that I can review any necessary items and best prepare to meet your needs.

Please feel free to contact me with any questions, comments or concerns you may have.

I prefer to be contacted via email, as this is the best way to receive a timely response from me. If you have not heard from me within 24-48 hrs (weekday), please feel free to send me a follow-up email. If you are emailing me after 5pm during the week or at anytime on the weekend please expect a delay in response, as I do not regularly check my email after hours.

Meetings and Location

Classroom: Room 311 (in the event that synchronous learning is necessary this will occur online via Zoom (see D2L for Zoom link))

Class Meeting Schedule: Thursdays 8:00 am – 10:50 am

Course Information

Credit Hours

3 credit hours

Course Description

Orientation to the profession of school counseling, fundamentals of a school counseling program, current trends, and standards of practice. Focus on the development and implementation of large group guidance skills. A survey of the school counseling profession, knowledge skills and foci of school counselors, and professional trends and

issues. Emphasis is placed on providing an overview of roles and functions as defined by the American School Counselor Association (ASCA) and other professional groups within the school system and the community, common professional issues, an overview of school counseling programs, and the development and implementation of large group classroom lessons within the school counselor role. Field experience interviewing practicing school counselors are required as well as classroom observations.

There are no prerequisites for this course, however this course is a prerequisite for internship (COUN 5880) and COUN 5020: School Counseling Program Development and Implementation

Course Goals and Purpose

The goal and purpose of the course is to provide school counselor students with a formal introduction to the profession of school counseling.

The goals of the course are to:

- provide an overview and description of the roles of a school counselor and other education and counseling professionals
- identify the professional knowledge, attitudes, and competencies of school counselors
- describe a comprehensive and holistic focus on academic, career, and personal social development as well as the influences on student learning and development
- identify the processes of a school counseling program and apply knowledge theory and theory to these processes (counseling, curriculum, individual planning/advising, coordinating, consultation)
- exhibit effective design and delivery of large group classroom guidance processes.

Course Objectives

Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (2016) Standards

The following table contains course objectives, methods of assessment, and applicable CACREP Standards.

<i>Counseling and Helping Relationships</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. suicide prevention models and strategies	<i>2.F.5.1</i>	Chapter 8 Readings/Discussion; Response Assignment
2. multicultural and pluralistic characteristics within and among diverse groups	<i>2.F.2.a</i>	Chapter 3 & 7 Readings/Discussion; Response Assignment
<i>School Counseling</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. history and development of school counseling	<i>5.G.1.a</i>	Chapter 1 Readings/Discussion; Final exam
2. models of school counseling programs	<i>5.G.1.b</i>	Chapter 4 Readings/Discussion; Response Assignment

3. models of P-12 comprehensive career development	5.G.1.c	Field Experience; Week 7 Discussion
4. models of school-based collaboration and consultation	5.G.1.d; TN SC 10, 11, 12	Chapter 7 & 8 Readings/Discussion; ASCA Project
5. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b; TN SC 11	Professional Identity Paper; Response Assignment; Week 5 Discussion
6. school counselor roles in relation to college and career readiness	5.G.2.c	Final exam; Response Assignment
7. community resources and referral sources	5.G.2.k; TN SC 12	Chapter 7 & 8 Readings/Discussion
8. professional organizations, preparation standards, and credentials relevant to the practice of school counseling	5.G.2.l	Chapter 3 & 5 Readings/Discussion; Final exam
9. legislation and government policy relevant to school counseling	5.G.2.m	Chapter 2 Readings/Discussion; Response Assignment
10. legal and ethical considerations specific to school counseling	5.G.2.n; TN SC 9	Chapter 12 Readings/Discussion; Response Assignment
11. design and evaluation of school counseling programs	5.G.3.b; TN SC 1	Chapter 6 Readings/Discussion; Topic research presentation
12. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	5.G.3.c; TN SC 4	Chapter 9 & 10 Readings/Discussion; Classroom guidance plans/DEMO
13. use of developmentally appropriate career counseling interventions and assessments	5.G.3.e	Chapter 9 & 10 Readings/Discussion; Response Assignment

Note: Bold indicates key assignments.

Major Topics

History of school counseling; student issues and barriers and facilitators of development; ethical and legal considerations for school counselors; models of developmental school counseling programs; ASCA national model of school counseling; academic, career, and personal/social student competencies; role of the school counselor with other professionals and staff; main interventions of school counselors and how they fit within program implementation: counseling, curriculum, individual planning/advisement; consultation/collaboration, coordination; development and implementation of developmental curriculum lessons; current issues and dilemmas in the school counseling profession

Methods of Instruction:

Small and large group discussion, experiential activities, presentations, audio/visual assignments, assigned readings, and lecture will be used in our exploration of this topic.

Course Requirements

NOTE: A student at ETSU is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Textbooks and Readings

- Dollarhide, C. T., & Saginak, K. A. (2012). *Comprehensive school counseling programs: K-12 delivery systems in action*. (3rd ed.). Pearson. ISBN 978-0-13-390521-2
- ASCA (2019). *ASCA national model: A framework for school counseling programs* (4th ed.). Alexandria, VA: American School Counselor Education. ISBN 978-1-929289-59-2
- *The Publication of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. 2020. ISBN 978-1-4338-32-17-8
- Additional readings as assigned in D2L.

Technical Requirements

This course requires reliable access to the internet and a webcam-enabled device such as a tablet, laptop, or desktop computer in order to participate in portions of the course on D2L, accessing lecture during class time via Zoom (if applicable), and to access the ETSU library to retrieve any additional assigned readings. You may also need access to a pdf viewer. You will need to use the camera on your internet-enabled tablet, laptop, or desktop computer to record sessions and you will need access to this device in a secure location where confidentiality will be preserved in order to conduct and review your sessions. Please do not leave assignments until the last minute, as technology issues are not an excuse for not turning in material on time.

Course Policies and Expectations

Classroom and Communication Policies

Email Communication

You are expected to check and use your ETSU email address for communication regarding this course. Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed. Students are encouraged to always include E number in the email.

Attendance and Participation

Attendance impacts both individual learning and class process. Students are expected to complete all assigned readings prior to class. Preparation, participation, and attendance demonstrate professionalism. Additionally, communication with your instructor about

these issues demonstrates professionalism. You are expected to communicate with me about attendance issues (prior to class unless in the case of an emergency). If you are more than 15 minutes late to class, it will be counted as absent. Students who are consistently late/leave early will incur an absence once 30 minutes has accrued. Please be mindful of the fact that being late affects your ability to participate and may also affect this portion of your grade. Realizing that some class absences may be unavoidable due to sickness, family responsibilities, or professional obligation students are allowed one class absence. After that, course grades will be reduced by 10% for each additional absence. In certain rare cases, alternative assignments may be available if absences are unavoidable. This is at the discretion of the instructor and partially based on the student's current standing in the course. Students at risk of missing more than 2 classes need to meet with the instructor. Additionally, you may be requested to meet with the instructor. These face-to-face meetings are at the discretion of the instructor and may be available remotely. Failure to complete these requirements will result in loss of attendance and participation points.

Specific to online synchronous courses: During class time, you are expected to keep your camera turned on and to maintain professionalism during class time (i.e., not attending class from bed or underneath blankets on the couch). If you turn off your camera for more than 10 minutes during class time, the instructor reserves the right to remove you from the Zoom lecture and you will be responsible for logging back in and having attendance and participation points potentially docked. In case of technology failure or difficulty, please consult with the instructor as soon as possible. Please refrain from having other tabs open during class unless indicated by the instructor.

Course Style

This course will be presented as a “flipped” class. This means that the majority of reading, reflecting, and viewing of lecture material will be completed **outside** of class time. There are many advantages to this approach to class, not the least of which is that we have more time to practice skills and complete interactive activities in the class. Given that counseling is a skillset and a practice-based profession, this is especially important. You may, at any point, be required to complete quizzes, reflections, or other assessments to demonstrate that you have done the required outside preparation.

Course Ground Rules

You are expected to conduct yourselves with a professional and respectful demeanor both in person and online. It is possible that through discussion board, email, or other online interactions, one may feel a false sense of security or freedom about what one may say. Remember that without non-verbal cues, tone and word choice are of heightened importance. Please see the following guidelines, as well as the linked resources.

- Email (Students are encouraged to always include E number in the email)
 - Always include a subject line with the course number.
 - Always include a proper greeting and use proper grammar when composing an email.
 - Please include your name and the course number in the body or subject line of the email.

- Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Occasionally the use of emoticons may be appropriate.
- Respect the privacy of other class members.
- Discussion groups
 - Review the discussion threads thoroughly before entering the discussion.
 - Try to maintain threads by using the "Reply" button rather than starting a new topic.
 - Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
 - Be patient and read the comments of other group members thoroughly before entering your remarks.
 - Be positive and constructive in group discussions.
 - Respond in a thoughtful and timely manner.
- Additional resources
 - [Netiquette](#)
 - [UFL Netiquette Guide](#)

Confidentiality and Respectful Dialogue

This course is not always a lecture course. Rather, it is sometimes reliant upon discussion which may bring to light differing perspectives. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the course. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time. If you are concerned about the welfare of a classmate please contact the instructor immediately. In closing, this section of the syllabus is open to comments and being amended in order to create safe spaces for all intersecting identities.

Calling In: <http://everydayfeminism.com/2015/01/guide-to-calling-in/>

Other Course Policies

Cellular phones and other communication devices should be turned off/to silent during class. Please note that vibrate settings are often as loud and disruptive as the ringer. If you have a need to have your phone available during class, you are required to speak to the instructor in advance. Additionally, although this course is conducted online, the use of computers, iPads, and other tablet computers are permitted only for purposes that contribute to class (e.g., notetaking or finding information relevant to class discussion). They should not be used for other purposes (e.g., web browsing, checking email, social media). Doing so will result in a loss of participation points. Repeated abuse of this policy will result in a conference with the instructor.

Sample

Course Assignments

Assignments should be submitted via D2L using the Dropbox function. Key Assignments should also be submitted using [Tevera](#). You are expected to review feedback given once grading is completed and incorporate that feedback into your next assignment. This includes any discussion board posts.

Writing Style

Written assignments are to meet the style guidelines set forth by the *Publication Manual of the American Psychological Association* (7th ed.). All written assignments are preferred double spaced, 12-point Times New Roman font, and have one-inch margins. In addition, assignments are expected to be well-written and grammatically correct. If you submit an assignment that does not meet these standards, you will be assigned a grade that is reflective of this. You **may** be given the opportunity to revise and resubmit the assignment to receive half of the deducted points if you make and show proof of attendance at an appointment at the Center for Academic Achievement (1st floor of the Sherrod Library).

Assignments

Response Papers (10 response papers @ 5 points each= 50 points)

Submit 1-2 page response papers to class sessions and readings will be due by the start of each class when assigned. Response papers should cover the personal responses to reflections in the readings, these will be discussed in class from the previous week. **Please note that these papers are responses to, and not summaries of, the readings.** They provide an opportunity to reflect on personal reactions, to offer interpretations of discussions and readings, and ask questions. The instructor will provide individual responses to the papers. These papers should represent graduate-level work (e.g., grammar, punctuation, spelling) and should also be double-spaced and written using a typeface of Times New Roman, 12-point font. Please see the *Publication Manual of the American Psychological Association, 7th edition* for additional assistance.

Field Experience (30 points)

Interview/shadow two (2) professional school counselors at two different schools and school levels (a minimum of 8 total hours), to determine the various perceptions of the responsibilities, duties, and value of a school counselor. Please do not use the University School as a site unless you are interning there (because you may have a lot of familiarity with the site throughout the program).

Students are encouraged to ask the following questions:

- How the school counselor handles multiple roles such as counselor, consultant, advisor, coordinator of services, crisis intervention, educator, prevention, etc.
- Counselor behavior and skills including: leadership, advocacy, working with diverse students (and types of diversity), using data to improve the counseling program.
- How the program is designed to meet the needs of every student.
- The relationship of the school counseling program to the school's mission.
- Relationships between school counselor and all constituents – and how fostered.

- The current challenges facing the professional school counselor.

The final paper should contain a summary of the information gathered, compare and contrast, direct links to content of course, and personal reflections. The paper should be at least 4-6 pages. An appendix with the list of questions asked during the interview is to be included. The paper should represent graduate-level work (e.g., grammar, punctuation, spelling) and should also be double-spaced and written using a typeface of Times New Roman, 12-point font. Please see the *Publication Manual of the American Psychological Association, 7th edition* for additional assistance.

Classroom Guidance (Project Based Learning) – Lessons & Demo (100 points)

How can school counselors effectively deliver large group classroom lessons?:

- A. Each student will work in small group teams (or individually) to develop a classroom guidance unit that includes two lesson plans (1 individually, 1 as a team) according to the format presented in class. The unit lesson plans will be based on a PreK-12 developmental theme and the focus will be assigned based on grade level utilizing The National Standards for School Counseling Programs as a reference. The units will be developed according to these levels (depending on number of groups): Primary/Elementary (K-5), middle/junior (grades 6-8), or high school (grades 9-12). Each team will be responsible for the classroom guidance unit at one of these levels. Each candidate will prepare one lesson plan to demonstrate understanding and competency. Each team will submit a lesson plan that will become the lesson for the presentation aspect of this assignment. After incorporating feedback from others and instructor, each candidate will share the lessons with other class members.
- B. As part of the PBL each team will conduct a 30-45 minute classroom guidance lesson for a class of students. It is expected that the presentation will be conducted *for an actual classroom in a school setting, videotaped, and shown to the class for the demonstration – The instructor will try to aid the students in finding a classroom willing to participate. It is vital that each team member actively contribute in the lesson.* If for any reason, the group cannot demonstrate the lesson in front of a class but instead must utilize peers as an audience – an automatic deduction of points will result. After the classroom lesson is completed, candidate teams will conduct an in-class presentation describing the lesson, process of creation, delivery and assessment, self-assessment, and video clip. Presentations by school level will be presented developmentally. The grade for the presentation will be based on peer and instructor evaluations. When students present the video to the class, a critic of the lesson as well as what was learned and what may be done differently will be considered in the final grade. A presentation that creates interest, involvement, and opportunities for each team member to participate in the presentation and successful deliver to the class are a significant part of the presentation, as well as the developmental appropriateness to the grade level and to the theme. Flow and fluidity within the team’s presentation will also be considered.

Research Topic Paper/Presentation (60 points)

A team of approximately 2-3 students will select a topic representing a “current issue” in school counseling practice to present to the class. Candidates will research a topic of their choice (**topics must be approved by instructor**) and prepare a presentation on the material that is informative and practical. Candidates, for this assignment, will also be required to write an 6-8 page research paper regarding a topic in school counseling. The paper should be written in APA-style, be 6-8 double-spaced pages, and provide a sufficient number of sources (minimum of 8; minimum of 5 of the 8 must be articles from academic journals). The paper should include the following: Title Page, Abstract, Introduction, Literature Review, Discussion section, Professional Impact, Conclusion, and References. Additional information will be provided in a rubric and in class discussion.

The purpose of this project is to assist candidates in the development of research informing school counseling practice.

Prepare a presentation (presentation will be to fellow classmates and potentially opened to other peers and faculty). Creativity in presentation is encouraged. Some form of technology is to be used. The presentation should be a 30-35 minute summary of the research and intervention/practical ideas. All materials will be submitted electronically to share with classmates. Rubric located on D2L.

Professional Identity Paper (30 points)

This paper will function as a position paper regarding the candidate’s personal philosophy of professional school counseling. It will be evaluated based upon articulated understanding of the professional school counselor’s role and reflections on the current trends of the profession. A rubric and guideline will be provided. The paper should be 3-5 pages in length.

ASCA Project (20 points)

For this assignment, you are required in a class to present the components of ASCA. The presentation should an in-depth review and provide a sufficient number of sources (minimum of 8; minimum of 5 of the 8 must be articles from academic journals). The presentation should include the following: Title Slide, Abstract, Introduction, Literature Review, Discussion Section of each component, Implementation in schools, Conclusion, and References. Additional information will be provided in a rubric and in class discussion.

Final Exam (100 points)

More information will be provided prior to the scheduled exam. Note that these exams will not be comprehensive and are meant to aid in the mastery of content knowledge.

Participation (10 points)

This course requires active participation. You are expected to practice skills in class and participate in discussions.

Submission Guidelines

Tevera

The ETSU Counseling Program uses Tevera to collect data on Key Assignments. In addition to uploading or completing this assignment via D2L, you will also need to upload a copy of the assignment to Tevera by the due date noted in the syllabus. Failure to upload the assignment to both D2L and Tevera counts as a late submission and will carry the same consequence for late work defined in the syllabus.

Testing Policy

This course does not contain any tests. However, reading quizzes may be introduced at the discretion of the instructor. These will take place in class, with only individual effort allowed.

Late and Missing Submission Policy

It is the student's responsibility to turn in assignments by the deadline stated on the course schedule. Ten percent will be deducted for each 24-hour period the assignment is late. This 24-hour period starts immediately following the assignment due date and time. Contact the instructor as soon as possible if you will not be able to turn in an assignment on time. Missing assignments will be assigned a grade of zero.

Grading Policy

A = A grade of A is assigned when students have demonstrated an exceptional level of performance. It is obvious that the student has read assigned material from his/her comments in class. Written work is thoughtful and complete and goes beyond expressing ideas. There is a synthesis (considering the material read and finding common threads, themes, similarities and differences, application from theory to practice) of the material rather than just a description of what one has read. Work at this level shows a commitment to one's goal of being a counselor or professional in your field of study. One finds ways to learn more than is required.

B = A grade of B indicates very good work that exceeds average effort. There is evidence of reading the assigned material, but not at the same depth as "A" level work. Written work is thoughtful and complete, but lacks the same level of synthesis as "A" work. The student has demonstrated a good understanding of the course and has performed at an above average level.

C = A grade of C indicates that the student has completed minimal requirements but has not been successful in fulfilling the commitment to learn at the depth expected by a graduate student. Work is not thoughtful or complete. One does less than is expected. Assignments are completed with less commitment than one would expect of a graduate student.

Excellent (A)	Assignments are on time, complete, and thorough. Efforts toward the paper/project (written material, class contributions) demonstrate thorough knowledge of the learning outcome and a nuanced understanding of the material. Contributions and reflections demonstrate an outstanding commitment to learning, dialogue, and to self- and other-exploration.
Acceptable (B)	Assignments are submitted in a timely fashion and are complete (per the assignment description in the syllabus). Efforts toward the paper/project (written material, class contributions) demonstrate an adequate understanding of the material and learning outcome. Contributions (class discussion on the topic; presentations) are appropriate and productive.
Unacceptable (C or lower)	Assignments are submitted late and/or are incomplete. Efforts toward the paper/project (written material, class contributions) demonstrate minimal effort and self-reflection. Material is not relevant to the course content and/or are inadequate in demonstration of the learning outcome. Written assignments have not been proofread/revised.

Grades are calculated on a point system.

Assignment	Points
Participation in Class	10
Response Papers (10 @ 5 points each)	50
Field Experience	30
Classroom Guidance Plans	50
Classroom Guidance Demo	50
Research Topic Presentation	60
Professional Identity Paper	30
Final Exam	100
ASCA	20
Total	400

374-400=A
358-373=A-
346-357=B+
330-345=B
318-329=B-
306-317=C+
282-302=C
278-301=C-
277 and lower=F

Academic Integrity and Misconduct (Plagerism)

Students are expected to follow the honor code as outlined in [East Tennessee State University Policy](#), (please review it in its entirety).

Student Services and Technical Resources

Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. [Visit the Disability Services webpage for more information.](#)

Technical Resources

Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648
Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

ETSU Technical Resources

Many other technical resources can be found on the [Online Help webpage](#).

University Information

Face-Covering Policy

Please wear a mask or other appropriate face covering when on campus. Wearing a mask that covers your nose and mouth communicates the care and respect you have for yourself, the care and respect you have for those you live with, and the care and respect you have for other members of this classroom community. The best evidence we have, from public health professionals, is that wearing masks is one of the best ways to protect against the spread of COVID-19 and other airborne illnesses. Students with medical conditions that inhibit their ability to wear masks should register through disability services. For more information, please review the [ETSU Face-Covering Policy](#).

ETSU continues to follow the coronavirus pandemic closely and adjusts their policies in accordance with the current CDC guideline. For the most up-to-date information, please visit the Bucs are Back page at <https://www.etsu.edu/coronavirus/>.

Important Dates

Please refer to the [Academic Calendar](#) for specific drop/add, refund, and withdrawal dates.

Syllabus Attachment

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs

[Current Undergraduate Catalog](#)

[Current Graduate Catalog](#)

Campus Services and Resources

Bucky's Food Pantry

If you find it difficult to afford food, please consider visiting Bucky's Food Pantry, located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). Requests for food can be made by completing an application online at <http://www.etsu.edu/foodpantry/forms/request.aspx>. For additional questions about Bucky's Food Pantry, call (423) 439-4234 or email at foodpantry@etsu.edu.

ETSU Counseling Center

This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The ETSU Counseling Center provides personal and career counseling to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, etc.),

please contact the ETSU Counseling Center at (423) 439-3333 or email at counselingcenter@etsu.edu about their confidential and professional services. The ETSU Counseling Center is located on the 3rd floor of Nell Dossett Hall. The center's hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press "2" to talk with a counselor 24 hours a day, 7 days a week.

ETSU Disability Services

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services, which is located on the first floor of Sherrod Library. For additional information, call (423) 439-8346.

ETSU Office of Equity and Diversity

The OED website includes information about the Multicultural Center, Women's Resource Center, SafeZone, and additional resource links. See: <https://www.etsu.edu/equity/>

ETSU Services Quick Links

Additional campus resources can be found at <https://www.etsu.edu/honors/links.php>

Student Assessment of Instruction (SAI) Completion

During the last three (3) weeks of CLASSES (prior to exam week), a Student Assessment of Instruction (SAI) will be placed as a widget on the D2L home page for each of your course offerings (see course schedule). **Clemmer College requests that you please complete the SAI for this class prior to the deadline, and check this task off your list as you would any other assignment.** Clemmer College values student input, so please take completing this survey seriously. Your instructors actively use your feedback to help design more engaging and thought-provoking instruction. The SAI for each class should take no more than 10-15 minutes to complete.