



MHS 6418
School Counselor Accountability & Curriculum
53511 001
Summer 2026

Instructor Name

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University Course Description

This course prepares school counselors to assume their role and responsibilities in meeting the demands of school reform. Students compile instructional guidance units, using evidence-based content and strategies, to facilitate K-12 student development.

Course Prerequisites

Prerequisite(s):

(MHS 6006 Minimum Grade: C)

Corequisite(s):

Student Learning Outcomes

The predominant goal in this course is to facilitate the development of students' skills in compiling instructional units that effectively educate students and facilitate age-appropriate academic, social/emotional, and career development; these include significant content, compiled for effective pedagogical delivery, and include experiential learning techniques with most individual lessons. Closely related, the secondary goal of this

course is to prepare school counselors to develop and implement evidence-based prevention and intervention programs that support the mission of the schools and/or address the needs of their potential school populations.

Course Objectives

As a result of completing the assignments in this course students will demonstrate the competencies listed below. Each competency includes identification of the standards this competency meets from the FL-DOE Florida Educator Accomplished Practices (FEAP's, 2023), the FL-DOE Competencies and Skills: Guidance and Counseling PK-12 (FL C&S, 25th ed.; 2016), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards, 2016. The CACREP section specifically designates competencies meeting the Standards for School Counseling Programs, as this is a course designed for school counseling students.

- a. Knowledge of No Child Left Behind as well as other federal and state legislation and mandates impacting schools today, including the history of the ESEA funding; (FEAP: 1.a) (CACREP 2: 1e, 2h) (FL C&S: 2.7, 6.2-4)
- b. Understanding the impact of standardized testing on the role of the school counselor, the teacher, the students and the parents. (FEAP 4.a, 4.c, 4.d) (CACREP 2: 7a, 7e)
- c. Understanding the requirements of schools and school districts by No Child Left Behind, including AYP and school grading (FEAP: 1.a, 4.a) (CACREP 2: 1e, 2h) (FL C&S: 6.2-4)
- d. Knowledge of websites posting current information and outcomes of the school reform movement on both state and national levels; (FEAP: 1.a, 2.g, 4.f) (CACREP 2: 1e, 2h)
- e. Knowledge of appropriate development and implementation of interventions designed to demonstrate counselor accountability and support of the school's academic mission; (FEAP: 1.a, 1.f, 2.c, 3) (CACREP 2: 3b, 3e) (FL C&S; 1.1-9, 2.1-6, 4.1-9)
- f. Knowledge of the major elements of a comprehensive developmental school guidance program, as defined by the Florida Guidance Framework; (FEAP: 1.a) (CACREP 5: G1b, G3a, G3c) (FL C&S; 1.1-9, 2.1-6, 4.1-9)
- g. Skills in locating and disaggregating school-based data; understanding of how to use these to develop a guidance curriculum that will support the developmental need of the student population as well as the school mission; (FEAP: 1.e, 3.c, 3.h, 3.j, 4.a, 4.c, 5.b, 5.c) (CACREP 5: G3b, G3h, G3n, G3o) (FL C&S; 1.1-9, 3.1-6)
- h. Skills in developing curriculum that is driven by student outcomes; constructing clear relationships among targeted student outcomes, curriculum content and approaches to measuring student outcomes when constructing guidance curriculum; (FEAP: 1.e, 3.c, 3.h, 3.j, 4.a, 4.c, 5.b, 5.c) (CACREP 5: G3b, G3h) (FL C&S; 1.1-9, 3.1-6)
- i. Knowledge of effective development and construction of lesson plans that comprise a school counseling curriculum unit; (FEAP: 1.a) CACREP 5: G3a, G3c, G3d, G3k) (FL C&S; 1.1-9; 2.1-9, 4.1-9, 3.1-6)
- j. Development of a curriculum focusing on developing 6 student school success skills; (FEAP: 1.a,) (CACREP 5: G3 a-d) (FL C&S; 1.1-9; 2.1-9)
- k. Knowledge of strategies and initiatives that encourage higher minority/sub-group academic achievement at the individual school level; (FEAP: 1.a, 1.c, 2.d, 2.h, 2.i, 4.d) (CACREP 5:

- G3d, G3i, G3k) (FL C&S: 10.1-5)
- l. Understanding of major models of learning styles and the most effective means of addressing each of those styles when designing curriculum; (FEAP: 2.d, 2.f, 2.h, 4.a) (CACREP 5:G3c, G3d, G3k)
 - m. Skills in designing multi-purpose interventions that combine academic support and counseling, such as a group intervention that combines reading support and bibliotherapy; (CACREP 5: G2g, G3d, G3f, G3j) (FL C&S: 1.1-4, 7.4)
 - n. Skills in evaluating effectiveness of an intervention in progress and changing the intervention to be more effective; (FEAP: 3.j,4.a, 4.b, 4.c, 4.d) (CACREP 5: G1e, G3b, G3n) (FL C&S: 5.1-8, 8.1-5)

Required Texts and/or Readings and Course Materials

Required Text/Course Materials:

- Erford, B. T. (2025). *Transforming the school counseling profession (6th Edition)*. Boston: Pearson Education, Inc.

Supplementary (Optional) Texts and Materials

Recommended Course Materials:

**Hatch, T. & Hartline, J. (2021). *The Use of Data in School Counseling*. 2nd ed. Thousand Oaks, CA: Corwin. (Highly recommended)

American School Counselor Association. (2022). *ASCA Code of Ethics*.

Florida's School Counseling Standards (2023). [Florida School Counseling Standards](#)

How to Succeed in this Course

There is a significant amount of reading in this course. Some of the reading will be located on the internet, some on Canvas, and some from the texts. Please read these by the date that topic will be covered in class. **Be prepared to discuss the assigned readings with questions or comments.** This reading is not dense with facts but is general information about the importance of accountability and evaluation in school counseling. The more you read, the more you will grasp the “big picture” of what is happening in school counseling today. Additionally, the readings will help you in preparation for the FLDOE Subject Area Exam.

Grading Scale

Grading			
Grading Scale (%)			
94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	0 - 59	F

Grade Categories and Weights

Grading Criteria

Student grades will be based on total points earned. Points are based on successful completion of the following assignments:

Success Skills Curriculum sections 1-2	10
Success Skills Curriculum sections 3-5	25
Teaching One Lesson Video	10
Professional Education Project (PEP)	15
Discussion board	10
504 Unit	10
Bibliotherapy/Internet Resources	10
Class Participation/Professionalism	10

Total Possible Points 100

Course Schedule

Class Schedule

Note: The topics and schedule for this course are subject to change. Bring your textbook each week. Assignments due are bolded. Hatch chapters are optional but align with the

chapters in Erford. It is a very helpful resource and available through the online USF library.

Week of Topic and Reading_____ All assignments due to Canvas_____

Week 1

May 21 Introduction, course overview, syllabus review, ASCA National Model,
Data Driven School Counseling
Chapters 2&3: Erford
Chapter 1: Hatch

Week 2

May 28 Accountability: Needs, Outcomes, Evaluation
Chapter 4: Erford
CSCORE- <http://www.umass.edu/schoolcounseling/>
ASCA- <http://www.schoolcounselor.org>
Department of Education Site- [http://www.fldoe.org \(school data section\)](http://www.fldoe.org/school_data_section)
Florida RtI- <http://floridarti.usf.edu/>
Student Services- <http://sss.usf.edu/index.html>
No class

Discussion board due (see Canvas)

Week 3

June 4 Chapters 2 & 3: Hatch
Bibliotherapy group activity
Curriculum sections 1-2 discussion
Guest speakers

Bibliotherapy/Resources due 6/3 5:00 pm

Week 4

June 11 Outcome Research, Leadership, Advocacy
Chapters 7 Erford
Chapters 5&6: Hatch
Curriculum sections 4,5 discussion
2 PEP presentations
PEP presentations due 6/11 5:00pm for ALL groups

Week 5

June 18 504 online training

Work on curriculum

504 certificate due 6/20 11:59pm

No class

Week 6

June 25 504 Plans/Training

504 activity in class

2 PEP presentations

Curriculum sections 1, 2 due 6/25 5:00pm

Week 7

July 2 Core Curriculum

Chapter 8: Erford

Chapter 8: Hatch

1 PEP presentation

***Optional- submit 1 lesson plan for feedback 7/5 11:59pm**

Week 8

July 9 Individual and Group Counseling in Schools **Online**

Chapter 10: Erford

Chapters 6 & 7 & Appendix A: Hatch

Guest speakers

Week 9

July 16 Complex Problems

Chapters 12: Erford

1 Lesson Presentation Due 7/15 5:00 pm

Week 10

July 23 Working with Students with Mental and Emotional Disorders

Chapter 14: Erford

Present mental disorder information

Entire Success Skills Curriculum (section I-V) Due 7/24 5:00 pm

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy:

Briefly explain the required activity for students to do to confirm their presence in the course, w/ attendance. Some suggestions include a syllabus quiz, introduce yourself discussion board, or who don't complete the first day activity run the risk of being dropped from the course.

Late Work Policy:

Assignments turned in late will be assessed a penalty: a half-letter grade if it is one day late, or

Assignments will not be accepted if overdue by more than three days.

Group Work Policy: Group presentation.

Example: Everyone must take part in a group presentation. All members of a group will receive is assessed and everyone receives this score. However, that number is only 90% of your grade individual and refers to your teamwork.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you

to believe it or to agree with it.

Course Policies: Technology and Media

Canvas:

This course uses USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-4357 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites

(including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by

the instructor.

3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Service Support Tampa Campus](#)

[USF IT Support St. Pete Campus](#)

[USF IT Support Sarasota-Manatee Campus](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](#)