



Foundations, Contextual Dimensions, and Knowledge and Skills of School Counseling

COU 6668

Total Credit Hours: 3 hours

Classroom:

Instructor

Course Description

This course is designed as a specialization course in school counseling. It provides the student with a comprehensive foundation for the delivery of school counseling services. It provides an overview and understanding of historical perspectives and the role of counseling in the educational setting and its services within the total school program. It includes some techniques used by school counselors, diversity in counseling, the organization of school counseling programs, and the application of legal and ethical guidelines. It provides the role of the administrator, teacher, counselor, student, and parent in the development of proper rationale and implementation procedures.

Rationale for Course

Students in the graduate counseling program training for professional counseling as a career need a foundation of school counseling so they may acquire insight and understanding regarding the growth and development of this unique service and how to provide it.

Learning Objectives

The course objectives will enable candidates to articulate, implement, and demonstrate a comprehensive approach to school counseling foundation delivery, management, and accountability.

- A. The student will be familiar with historical events critical to understanding the school counseling movement.
- B. The student will be familiar with the role and function of the counselor in the school and the counselor's relationship with other helping professionals.
- C. The candidate will be able to establish, develop, and implement a counseling program at the elementary or secondary education level. This program will be comprehensive in scope, preventative in design, and developmental in nature.

- D. The student will demonstrate skills in delivering an effective school counseling program emphasizing cultural diversities and special needs in a school setting.
- E. The student will demonstrate knowledgeable of the skills and competencies required for the school counselors as described by the ASCA National Standards for School Counseling.
- F. The candidate will demonstrate and satisfactorily meet the indicators and competencies of the state model as required by the Mississippi State Department of Education.

Prerequisites

Graduate standing

Instructional Materials

The basic textbook for the course will be used to organize lectures, presentations, and other learning experiences.

Foxx, S. P., Baker, S. B., & Gerler, E. R. (2017). *School Counseling in the 21st Century*, 6th ed. New York, NY: Routledge.

American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs*, Third Edition. Alexandria, VA: Author.

Supplemental Materials:

American School Counselor Association. Special theme section: Suicide and the school counselor. *School counselor*, 37, 328-390.

Burgess, D. (1991) *Total quality counseling*. Marco products, Inc. Warminster, PA.

Busby, D.M. (1996). *The impact of violence on the family*. Boston, MA: Allyn & Bacon

Methods of Instruction

This course will include lecture, class discussion, demonstrations, modeling of effective teaching strategies, cooperative learning activities, online assignments which incorporate a field-based component.

- A. Interactive lecture/discussion
- B. Explanation
- C. Questioning
- D. Cooperative learning

- E. Student presentations
- F. Group (large and small) discussions

Methods of Evaluation and CACREP Standards

CACREP STANDARDS (20016)

CACREP Section II.F.1.a. history and philosophy of the counseling profession, d. the role and process of the professional counselor advocating on behalf of the profession

CACREP Section V. G.1.a. history and development of school counseling, 1.b. models of school counseling programs, and 1. c. models of P-12 comprehensive career development

Task/Activity: Student will demonstrate knowledge of the history, philosophy, and trends in school counseling and educational systems. Lecture will be given on historical perspective, the origins of the counseling profession, counseling identity in the schools, and the role and function of counselors in the school from the class texts, which includes academic, career, and personal/social areas.

Assignment: Students will attend lectures and read assigned chapters in both books.

Assessment for Learning Outcomes: Classroom quizzes will be utilized for the purpose of assessing mastery of knowledge.

CACREP Section II.F.1.b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganizational collaboration and communications.

CACREP Section II.F.1.d. the role and process of the professional counselor advocating on behalf of the profession

CACREP Section II.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

CACREP Section V.G.2. a. Contextual Dimensions 2.a. roles as leaders, advocates and systems change agents in P-12 schools, 2.d. school counselor roles in school leadership and multidisciplinary teams, 2.f. competencies to advocate for school counseling roles, 2.j. qualities and styles of effective leadership in schools, 2.k. community resources and referral sources

Practice 3.a. development of school counseling program mission statements and objectives, 3.b. design and evaluation of school counseling programs, 3.c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies, 3.n. use of accountability data to inform decision making, and 3.o. use of data to advocate for programs and standards.

Task/Activity: Lectures from class texts on roles, functions, and strategies for collaboration and communication, implementation of a Case Study of one

elementary, middle, or high school including information on how they utilize the school counselor and view the school counselor role, and development of a comprehensive school counseling program including roles, functions, mission, purpose, goals, assessment, consultation, academic development, data assessment, leadership skills and implementation plans with emphasis on the three areas of personal/social, career, and academic domains. In addition, on a separate document write up a one-page assessment of the cultural and economic status of the community, which should include any diversity issues.

Assignment: Class attendance and assigned reading, complete a case study of one specific school including specific information on the roles and functions of the school counselor and the opportunities for growth within that school for the school counseling program to align with state and national standards. Students should develop knowledge of a comprehensive school counselor program, which addresses all areas of personal/social, career, and academic domains.

Assessment for Learning Outcomes: Classroom quizzes for specific knowledge concerning profession roles and functions, paper and oral presentation of the case study with grading based on a provided rubric, and completion of a Comprehensive School Plan Portfolio. The school plan is graded on a 4-point rubric, which includes demonstration of the understanding of philosophical trends in school counsel, articulates a current understanding of the role of the school counselor, and demonstrates a knowledge of the domains of personal/social, career, and academic areas.

CACREP Section II.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues and g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; CACREP Section II.F.1.h. the role and process of the professional counselor advocating on behalf of the profession.

CACREP Section V. G. 2. f. competencies to advocate for school counseling roles
CACREP Section V. G. 2. l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling.

CACREP Section V. G. 2. M. legislation and government policy relevant to school counseling

Task/Activity: Students will obtain knowledge of the American Counseling Association, American School Counseling Association, Mississippi Counseling Association, National Board for Certified Counselors, and the Council for Accreditation of Counseling & Related Educational Programs. In addition, students will receive information concerning licensure in the state of Mississippi and obtain an understanding of public policy on school counselors.

Assignment: Students will work along with the professor to take a web-knowledge tour of all professional organizations. Students will also receive a hand-out to study from the Mississippi State Department of

Education on licensure for school counselors and will receive a hand-out on the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K-12 students. In addition, students will receive information about the Mississippi Counseling Association Government Relations MCA Board representative visiting the class.

Assessment of Learning Outcomes: A pre- and post-test will be given covering all information of professional, state, and educational organizations to show mastery of the information. Attendance and participation in the presentation by MPAC will serve as mastery.

CACREP Section II.F.1.j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Section V.G. 2.n. legal and ethical considerations specific to school counseling.

Task/Activity: Students will demonstrate knowledge of the Ethical Standards for School Counselors and obtain knowledge of the tenets involved in being advocates, leaders, collaborators, and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to professional responsibilities.

Assignment: Students will be given case studies in a group setting to discuss and adjudicate based on the ASCA Ethical Standards. Students within the group will complete a worksheet on each case and then discuss the case with the entire class. Students will also include an ethics criteria in their Comprehensive School Counseling Program with a specific ethics area of the accountability rubric.

Assessment of Learning Outcomes: Attendance and participation in the group activity and completion of a developmental Comprehensive School Counseling Program.

CACREP Section II.F.1.i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
CACREP Section II.F.2.d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; CACREP Section II.F.3.e a general framework for understanding exceptional abilities and strategies for differentiated interventions;

CACREP Section II.F.3.f. human behavior, including an understanding of developmental crises, disability, psychopathology and situational and environments abilities and strategies for differentiated interventions.

CACREP Section V. G. 2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

CACREP Section V. G. 3. b. design and evaluation of school counseling programs

CACREP Section V.G. 3. c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
CACREP Section V. G. 3. d. Interventions to promote academic development
CACREP Section V. G. 3. f. techniques of personal/social counseling in school settings
CACREP Section V. G. 3. K. strategies to promote equity in student achievement and college access

Task/Activity: Students will obtain knowledge of culture, ethics, economics, diversity, and equity by identifying a multicultural or special needs issue within a school population. The students will develop a program unit lesson plan for elementary, middle, or high school for that particular area of diversity. The area content must be approved by the professor so that multiple areas will be represented when the lesson is presented to the class. Students will teach a group guidance lesson on the topic chosen using the class as a mock student group. Students will include with the lesson plan a one-page written explanation of the educational policies, programs, and practices that may affect a student with this issue and an understanding of the impact of this area on family and student academic, personal/social or career achievement.

Assignment: Students will create a group guidance lesson on a topic of diversity or special needs within a school. Topics such as bullying, stereotyping, sexual identity, acceptance, tolerance, autonomy, beneficence, justice, or loyalty will be acceptable. The lesson plan should include an hour-long session with data-based assessment outcomes. The presentation to the class should include copies of the lesson, 15-minute class participation activity, and class discussion of the written areas of impact on the student and family.

Assessment of Learning Outcomes: Completion of assignment and presentation to the class. Learning outcomes assessed with rubric.

CACREP Section V. G. 3. e. use of developmentally appropriate career counseling interventions and assessments
CACREP Section V. G. 3. G. strategies to facilitate school and postsecondary transitions
CACREP Section V. G. 3. h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
CACREP Section V. G. 3. J. interventions to promote college and career readiness
CACREP Section V. G. 3. k. strategies to promote equity in student achievement and college access
CACREP Section V. G. 3. g. strategies to facilitate school and postsecondary transitions
CACREP Section V. G. 3. i. approaches to increase promotion and graduation rates
CACREP Section V. G. 3. j. interventions to promote college and career readiness
CACREP Section II, F. h. current labor market information relevant to opportunities for practice within the counseling profession

Task/Activity: Student will demonstrate understanding of career development theories and models as well as the American School Counseling Association National Model. Research will be done on current labor market information for the career of a school counselor. Students will understand the integral relationship of these models to the total educational program. Application of theories, models, and research in creation of a case study project, lesson plan assignment, and creation of a comprehensive school counseling program.

Assignment: Attendance, group discussion, and participation in lectures on career models as well as academic information on the ASCA National Model. Creation of a case study project, a lesson plan, and a comprehensive school counseling program which will include understanding of college and career readiness. Students will write up a two-page report on the current school counseling job market.

Assessment of Learning Outcomes: Class quiz on all information. Grading rubrics on class projects. Papers will be graded on a one-hundred-point scale.

CACREP Section II, F. 1. E. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

CACREP Section V. G. 2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

CACREP Section V. G. 2. j. Qualities and styles of effective leadership in schools

Task/Activity: Students will gain self-awareness, sensitivity to others, and the skills to relate to diverse individuals, groups, and classrooms. In addition, students will understand being a member of an interdisciplinary and emergency management response team.

Assignment: Helper Know Thyself Activity, Reflection Paper, Self-Awareness Survey

Assessment of Learning Outcomes: Completion of all activities and survey, Inclusion of following questions in the reflection paper: What role will your values play in the counseling process?, What role will your thoughts, feelings, and actions play in particular counseling situations?, How will your cultural background, cultural values, and life experiences impact you in counseling clients who are culturally different from you?, Evaluate how you have grown and changed during this semester.

CACREP Section V. G. 2. B. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

CACREP Section V. G. 2 c. school counselor roles in relation to college and career readiness

CACREP Section V. G. 2. e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

CACREP Section V. G. 2. k. community resources and referral sources

CACREP Section V. G. 3. n. use of accountability data to inform decision making

CACREP Section V. G. 3. o. use of data to advocate for programs and students

Understand the influence of multiple factors that may affect the personal, social, and academic functioning of students, know the signs and symptoms of substance abuse in children and adolescents, identifies various forms of needs assessments, assesses and interprets students' strengths, selects appropriate assessment strategies, analyzes assessment information, makes appropriate referrals, assesses barriers that impede student's academic, career, and personal/social development.

Task/Activity: Students will understand the Mississippi Model for Counseling Program Development, The Know the Signs of Drug and Physical Abuse by the Joyful Heart Foundation, the different type of Needs Assessments provide by the State Department of Education, and the Missouri Comprehensive Guidance Professional School Counselor Referral Process Guide. Students will understand the different types of data and how to create a comprehensive school counseling program using data. Students will keep a portfolio with all forms needed for a Comprehensive School Counseling Program.

Assignment: Attendance and participation in the lecture on the Mississippi Model for Counseling Program Development and the signs of drug and physical abuse by the Joyful Heart Foundation. In the development of the Comprehensive School Counseling Program, the student will include a form for a teacher's needs assessment, a student's needs assessment, and a parent's needs assessment. Using the Missouri Comprehensive Guidance Program Referral Process Guide as an example, the student will include in their comprehensive program a school guide to the referral process with forms for teacher referral, parent referral, self-referral by students. In addition, students will include a process for referring students to outside counseling services, and a guide for referral to the Department of Human Services. Students will have a quiz on using data in the school system

Assessment of Learning Outcomes: Evidence of all forms and assessments in the Comprehensive School Guidance Program. Score on the test using a one-hundred-point system.

CACREP Section 5. G. 2. a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools

CACREP Section 5. G. 2. d. school counselor roles in school leadership and multidisciplinary teams

CACREP Section 5. G. 2. j. qualities and styles of effective leadership in schools

CACREP Section 5. G. 3. l. techniques to foster collaboration and teamwork within schools

Task/Activity: Students will understand the qualities, principles, skills, and styles of effective leadership, which will enhance the learning environment of schools. In addition, students will be able to discuss the role of the school counselor as a system change agent through leadership, curriculum, comprehensive school program, and advisory meetings.

Assignment: Students will develop a Leadership Improvement Plan, which will include the behavior or skill to be improved, three objectives to accomplish this improvement, three strategies to achieve the objectives and three anticipated outcomes. For example, if your objective is to be more assertive, one anticipated outcome might be that you will contribute a comment or suggestion in every leadership team meeting that you attend. Students will also include a section on personal accountability.

Assessment for Learning Outcome: Students will discuss their individual plan in class and will receive feedback from the instructor and other students.

Students who are preparing to work as school counselors will demonstrate common core experiences and student domains as outlined above as well as the following:

Task	Activity	Assessment
Understanding health and wellness factors as well as resiliency CACREP Section II, 2. 1 CACREP Section II, 2.m.	Lecture and Discussion of APA Factors and Ways to build resilience	Participation and discussion
Knowledge of school emergency plan and trauma-causing events and trauma counseling CACREP Section V. G. 2.e.	Case Study Group Discussion CBT Trauma Focused Workbook SOS High School Suicide Prevention Screening Form	Discussion and Completion of Activities
Evidence of technology delivery and Data impact CACREP Section II, 1.j.	Case Study Comprehensive School Counseling Program	Evidence of inclusion in the case study and school plan

Knowledge of Multicultural Trends CACREP Section II, 1. e.	Class lecture on chapter information	Quiz
Understanding of counseling supervision models and practices CACREP Section II, 1. m.	Class lecture on handouts on models of supervision	Class Discussion and activity

MC Syllabus Statement

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/mcsyllabus>.

Grading Policy

Each course requirement or assignment will be scored by rubrics or on a 100-point academic scale. Scores will then be converted to letter grades. Grades will be determined in the following manner.

Development of a Comprehensive Counseling Program	100 points
Academic Quizzes (twenty points each)	60 points
Case Study	50 points
Lesson Plan	50 points
Reflection Paper	25 Points
Presentation of Class Topic	50 points
Presentation of a Recent School Counseling Research Article	200 points
Final Exam	100 points
Possible Points	585 points

Grading scale: Final score: Obtained points/Possible points

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.]

Additional Course Policies

ETHICAL STANDARDS

All of the graduate courses offered by the Department of Counseling at Mississippi College adhere to the current standards of the American Counseling Association (ACA). The 2014 ACA Code of Ethics is available for downloading at <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

Papers and presentations in the course will be guided by the current edition of the Publication Manual of the American Psychological Association. At this time, the seventh edition of the manual is available.

Best Practices and Assignments

Specific course requirements include the following:

Attend class and participate in class discussions. Because each class meeting is the equivalent of almost three hour-long meetings, and because there are experiential dimensions to this course, absences greatly affect potential student gains. The student is therefore expected to attend all class meetings. In case of illness or emergency, please notify the instructor prior to class. Alternative assignments may be made in case of an absence. Four absences for any reason will cause a failure in the course.

Complete all reading assignments. Readings should be completed prior to their due date since they will form the basis of classroom discussions.

Complete assignments and bring them to class. Important learning experiences are self-guided and involve outside-of-class exercises and activities. By bringing the materials to class, the student is prepared to share information and insight. Deadline for all work is on the assigned date. No work will be accepted after the assigned due date unless the student has special needs which he/she has discussed in advance with the professor. All work turned in late will automatically receive a letter lower grade. If assignments are turned in more than a week late, no credit will be given with an approved excuse.

Assignments:

Development of a Comprehensive Counseling Program

Using information and actual examples of forms from chapters in your textbook, forms from the American School Counselor Association Model and the State Department of education's *Mississippi School Counseling Curriculum* (online), develop a comprehensive counseling program pre-kindergarten through grade 12. Be specific and detailed. Collect this information that you have found and place it in a portfolio for your future use. This is due on the date designated by the professor.

1. Mississippi School Counseling Model, Standards and Competency Indicators, and the ASCA national model (this will be included in your purchased book. It is not included in your notebook).
2. Mississippi School Counselor Law (Mississippi Code 37-9-79)

3. Philosophical Statement (Beliefs)
4. Vision Statement
5. Mission of the Program
5. Cultural and Economic Status of Community including any Diversity Issues
7. Overview and Framework of the 4 Comprehensive Components
8. Benefits of a Comprehensive Counseling Program
9. Program Standards
10. School Counselor Job Description
11. Referral Forms
12. Needs Assessments

13. Leadership Improvement Plan
14. School Calendar

Academic Quizzes:

Three ten-question classroom quizzes on the following information from the texts, discussion, and handouts in class:

1. History and Philosophy of the Counseling Profession
2. Professional Roles and Functions of School Counselors including Consultation and Collaboration, Pre- and Post-Test
3. Professional Credentialing, Licensure, and Accreditation Practices
4. Career Development Theories and the ASCA National Model of School Counseling
5. Current Multicultural Trends in School Counseling and Supervision Models
6. Using data in the school system and in your school plan

Case Study:

A case study of one school including information on how they utilize the school counseling program, the view of the school counselor role, data use in the program, diversity within the school, career assessments, personal/social assessment, needs assessments used, how the M-CAR is implemented, and the model of school counseling. The case study should include the school counselors' action plans for the three areas of personal/social, career, and academic domains. In addition, the study should include the roles and responsibilities of the counselor as a member of the emergency management response team during a crisis, disaster, or other trauma-causing event.

Lesson Plan:

Student will create a group guidance lesson plan on a topic of diversity within the school. Topics such as bullying, stereotyping, sexual identity, acceptance, tolerance, autonomy, beneficence, justice, or loyalty will be acceptable. The lesson plan should include a one-page written explanation of the educational policies, programs, and practices that may affect a student involved with an issue surrounding this topic and

an understanding of the impact of this area of concern on family and student achievement. The lesson plan should include an thirty minute session with data-based assessment outcomes. The presentation to the class should include all materials for classroom participation and class discussion. Template for the lesson plan will be uploaded on Canvas.

Reflection Paper:

Student should write a three-page reflection paper on personal self-awareness, sensitivity to others, and diversity in counseling. The paper should include information on the following questions:

1. What role will your values plan in the counseling process?
2. What role with your thoughts, feelings and action play in a particular counseling situations?
3. How will your cultural background, cultural values, and life experiences impact you in counseling clients who are culturally different from you.
4. Evaluate how you have grown and changed during this semester.

Presentation of Class Topic:

Each student will be assigned a chapter in the book. In addition to the instruction by the professor, the student will choose an area of interest in the chapter and will add information to the classroom discussion. Students will create a 20-minute PowerPoint presentation. Do not be redundant with the presentation—choose a topic that will bring something new about school counseling to the class discussion. This will be due as scheduled. Late assignments will NOT be accepted.

Presentation of a Recent School Counseling Research Article

Read four recent (not over three years old) journal articles relating to school counseling. Cite the article at the top of the page and then write an abstract plus your reactions using APA style approximately two pages in length,) Use proper bibliographical notation, APA style, 6th ed. You will be called upon to share information gleaned from your reading with the class. The summaries will be uploaded to Canvas on the due date.

Final Exam

Practice Mississippi Department of Education Praxis II School Counseling

Course Outline / Schedule

Schedule of Activities

Materials and Assignments Due

Week 1	<p>Introduction to School Counseling Chapter 1 Executive Summary ASCA Model Domains Mississippi School Counselor Law (Mississippi Code 37-9-79 Computer Walk Through of Sites</p>
Week 2	<p>Mission Statement, Philosophical Statement, Vision Statement Discussed and Personal Leadership Style Chapter 2 Section 1: Define Enrollment for Foster Care Students Safe School Initiative</p>
Week 3	<p>School Counseling Article Class Topic Chosen Mission Statement, Belief Statemen, and Vision Statement Due. Leadership Improvement Plan Due Chapter 3 Section 1: Define - Ethics</p>
Week 4	<p>Standards and Competency Indicators Chapter 4 School Counselor Growth Rubric Chapter Topic Presentation Section 2: Manage</p>
Week 5	<p>School Counseling Article Case Studies Presentations</p>
Week 6	<p>Class Quiz (Chapter 1 - 4) Chapter 5 Chapter Topic Presentation Section 3: Deliver</p>
Week 7	<p>School Counseling Article Chapter 6 Chapter Topic Presentation Section 4: Assess</p>
Week 8	<p>Chapter 7 Chapter Topic Presentation Social Emotional Learning Section 4: Assess</p>

Week 9	Lesson Plan Presentations Chapter 8 Chapter Topic Presentation Section 4: Assess
Week 10	Spring Break *Spring semester only*
Week 11	School Counseling Article Lesson Plan Presentations Chapter 9 Chapter Topic Presentation
Week 12	Class Quiz Chapters 5 - 9 Chapter 10 Chapter Topic Presentation Lesson Plan Presentations Wellness and Resiliency Factors, Self-care Multicultural Trends Reflection Paper Due
Week 13	Praxis Review Emergency and Trauma Chapter 11 Chapter Topic Presentation Lesson Plan Presentation
Week 14	Consultation and Partnerships Post-test Roles and Functions Lesson Plan Presentation
Week 15	Individual and Group Counseling Chapter 12 Chapter Topic Presentation Referrals and Coordination
Week 16	Supervision Models and Multicultural Trends – Quiz Chapters 10, 11, and 12 TFCBT Workbook
Week 17	Final Exam – Praxis Test

Disclaimer

The instructor reserves the right to modify the schedule proposed in the syllabus as necessary. Modifications will be provided in writing.