University of Northern Colorado  
School of Applied Psychology and Counselor Education  
APCE 608: Organization, Administration, and Consultation in Guidance Services  
Spring 20145  
Course Syllabus

Instructor:  Dr. Bernadine Knittel  
Class Times:  4/24/15 & 5/8/15; 4-10 pm  
Office:  Thompson Valley HS  
Email:  Bernadine.knittel@thompsonschools.org or Bernadine.knittel@unco.edu  
Phone:  (970) 396-6590 or (970) 613-7910  
Office Hours:  By Appointment

Prerequisite: APCE 602

Course Description:  
The major focus of this applied course is on the design, development, and implementation, and evaluation of a comprehensive school counseling program that meets national standards.

Required Readings:  
- Author, (2012). ASCA national model 3.0: When it’s time to change. School Counselor, 49(6), and 11-13.

Recommended Readings:  
KNOWLEDGE AND SKILL OUTCOMES (Objectives): Upon successful completion of this course students will:

1. Know roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school (CACREP SC.A.3).

2. Understand the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development (CACREP SC.A.6).

3. Understand the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events (CACREP SC.A.7).

4. Know how to design, implement, manage, and evaluate programs to enhance the academic, career, and person/social development of students (CACREP SC.C.2).

5. Know strategies for helping students identify strengths and cope with environmental and developmental problems (CACREP SC.C.3).

6. Know how to design, implement, manage, and evaluate transition programs including school-to-work, postsecondary planning, and college admissions counseling (CACREP SC.C.4).

7. Understand cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning (CACREP SC.E.1).

8. Identify community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students (CACREP SC.E.2).

9. Understand the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families (CACREP SC.E.3).

10. Understand multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement (CACREP SC.E.4).

11. Identify various forms of needs assessments for academic, career, and personal/social development (CACREP SC.G.3).

12. Assess and interpret students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities (CACREP SC.H.1).

13. Select appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development (CACREP SC.H.2).

14. Analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs (CACREP SC.H.3).
15. Assess barriers that impede students’ academic, career, and personal/social development (CACREP SC.H.5).

16. Understand how to critically evaluate research relevant to the practice of school counseling (CACREP SC.I.1).

17. Know models of program evaluation for school counseling programs (CACREP SC.I.2).

18. Know basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation) (CACREP SC.I.3).

19. Know current methods of using data to informal decision making and accountability (e.g., school improvement plan, school report card) (CACREP SC.I.4).

20. Understand the outcome research data and best practices identified in the school counseling research literature (CACREP SC.I.5).

21. Understand the relationship of the school counseling program to the academic mission of the school (CACREP SC.K.1).

22. Understand the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school (CACREP SC.K.2).

23. Understand curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling guidance-related material (CACREP SC.K.3).

24. Know how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students (CACREP SC.M.3).

25. Understand the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them (CACREP SC.M.6).

26. Know school and community collaboration models for crisis/disaster preparedness and response (CACREP SC.M.7).

27. Know strategies of leadership designed to enhance the learning environment (CACREP SC.O.2).

28. Know how to design, implement, manage, and evaluate a comprehensive school counseling program (CACREP SC.O.3).

29. Understand the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings (CACREP SC.O.5).

30. Plan school-counseling-related educational programs for use with parents and teachers (e.g. parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers) (CACREP SC.P.2).
Course Content:
This course was designed to meet the CACREP 2009 Standards for School Counseling. This course, in combination with other courses in the school counseling sequence, is designed to equip participants with skills and knowledge to develop, implement, manage, and assess components of a comprehensive developmental school counseling program. It addresses program design, implementation, and evaluation strategies for school counselors.

Methods of Instruction:
This course will be taught using a variety of methods of instruction including lecture, discussion, and experiential activities. All students are expected to attend all class meetings and participate in all class discussion and activities. If an emergency arises, and you must miss a class meeting, please notify me by phone as soon as you are able.

COURSE REQUIREMENTS/ASSIGNMENTS (300 Points):

EXAM (Multiple Choice) over Dollarhide & Saginak, Chapters 1, 2, 4, 8, 11 (50 points): EXAM Saturday, May 9.
This exam will help prepare you for future licensing exams. This is not meant to torture you, but to help you practice and prepare for these exams. Use it as a motivational mechanism to READ the assigned readings.

Professional Development for Stakeholders (50 points): Decide on a level (elementary, middle school, or high school) and develop a professional development or parent workshop on a topic addressing one of the three domains. Students will work in groups and deliver a formal presentation in class (45 minutes). DUE: May 10

ICAP/Lesson Plan (50 points): We will discuss the specifics of this assignment in class and will work on it during class. DUE: April 26

Self-Reflection & Educator Effectiveness Journal (30 points): We will discuss the specifics of this assignment in class and will complete some of it during class. DUE: Sunday, April 26; May 9

Comprehensive School Counseling Program Portfolio (120 points): Students will develop a portfolio including the following components: Vision Statement, Mission Statement, program goals, competencies and indicators, management agreement, advisory council, calendars, classroom guidance curriculum, lesson plan, classroom guidance curriculum results report, small group action plan or closing-the-gap action plan, and program evaluation reflection. DUE: Most components due May 1
NOTE: We will discuss this entire assignment in class with additional resources provided.

***Please plan on bringing a laptop to all classes, as you will have the opportunity to work on assignments in class.
Grading: Final letter grades will be assigned based on the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td></td>
</tr>
</tbody>
</table>

COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
</table>
| Friday, 4/24/2015 | Review Syllabus  
The Profession of School Counseling  
Schools: Social Institutions  
6 Qualities of a CSCP  
Models of Delivery System  
ASCA National Model 3.0 (ASCA article) | Dollarhide & Saginak, Chapters 1, 2, 4, 6  
Read Article on ASCA National Model |
| Saturday, 4/25/2015 | The ASCA National Model  
ASCA National Model Themes  
FOUNDATION:  
Beliefs, Vision Statement, Mission Statement, Program Goals  
Student Competencies  
Professional Competencies  
Moral, Ethical, and Legal Issues in School Counseling | Dollarhide & Saginak, Chapter 3, 4 & 5  
ASCA National Model pp. vii-40  
CSCP Portfolio:  
Vision Statement  
Mission Statement  
Program Goals  
Competencies & Indicators |
| Sunday, 4/26/2015 | MANAGEMENT:  
Assessments  
Annual Agreement  
Advisory Council  
Needs Assessment  
Core Curriculum Action Plan  
Small Group Action Plan  
Lesson Plan | ASCA National Model pp. 41-81  
Dollarhide & Saginak, Chapters 9  
ICAP DUE  
CSCP Portfolio:  
Annual Agreement  
Advisory Council  
Needs Assessment  
Curriculum Action Plans  
Lesson Plan |
| Friday, 5/8/2015 | Continuation from previous week if needed/Recap Weekend 1  
Evidence Based SCP  
DELIVERY SYSTEM | ASCA National Model pp. 83-98  
Dollarhide & Saginak, Chapters 8 & 10 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday, 5/9/2015</td>
<td><strong>ACCOUNTABILITY:</strong> Accountability, Action Research, And Data Driven Outcomes Leadership, Advocacy, and Coordination Delivery Systems in Action</td>
<td>ASCA National Model pp. 99-124 Dollarhide &amp; Saginak, Chapters 7, 11 &amp; 12 EXAM</td>
</tr>
<tr>
<td>Sunday, 5/10/2015</td>
<td>Emerging Issues for Schools and Students Personal and Professional Issues</td>
<td>Dollarhide &amp; Saginak, Chapter 13-14 <strong>Group Presentations</strong> Finish up Portfolios</td>
</tr>
</tbody>
</table>

**Academic Conduct:** Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University. Please refer to the Student Handbook: [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html).

**Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for failure of the course and/or grounds for dismissal from the program.

**Accommodations Statement:** Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**Inclusivity Statement:** The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.
**Special Note from Instructor**: I look forward to meeting all of you. Please contact me with questions and/or concerns. If calling me, the best number is (970) 396-6590. If emailing me, please email me at my Thompson School District email. I check this on a regular basis. Enjoy the readings and do not allow anything on this syllabus to overwhelm you. Because of the weekend format of this course it will be intense, but necessary and enjoyable preparation for your future career as a professional school counselor. 😊

The instructor may make changes to the syllabus as the course proceeds. If this is necessary these changes will be announced in class.