University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 608: Organization, Administration and Consultation in Guidance Services
Spring 2016

**Instructor:** Molly Strear, PhD, LPC, LSC, NCC  
**Class Times:** April 29, 30, & May 1  
May 13, 14, & 15  
Fri (4:00-10:00); Sat (8:00-5:00); Sun (8:00-4:00)

**Email:** molly.strear@unco.edu  
**Phone:** 970-351-4103

**Office:** McKee 294  
**Office Hours:** By Appointment

**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.

**Prerequisites:** APCE 602

**Required Texts:**


**Required Articles:**


**Foundational Readings:**

This course will be building from the knowledge gained in APCE 602: Foundations of School Guidance. If you have not read the following materials, please do so prior to our first meeting, as these resources will establish the foundation for our course.


Colorado Department of Education. (2014, December). *ICAP toolkit: Process for individual career and academic planning.* Available online at [http://www.cde.state.co.us/postsecondary/icap](http://www.cde.state.co.us/postsecondary/icap)

Colorado Department of Education. (2015). *ICAP quality indicators.* Available online at [http://www.cde.state.co.us/postsecondary/icap-implementation#qualityindicators](http://www.cde.state.co.us/postsecondary/icap-implementation#qualityindicators)

**Recommended Readings:**


Knowledge and Skill Outcomes: 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).
   (standard is assessed through class discussion, activities)

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)
   (standard is assessed through class discussion, activities, closing the gap action plan)

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).
   (standard is assessed through bullying/school safety curriculum development)

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).
   (standard is assessed through comprehensive school counseling program portfolio)

5. Know strategies for helping students identify strengths and cope with environmental and developmental problems (CACREP SC.C.3).
   (standard is assessed through comprehensive school counseling program portfolio, closing the gap action plan)

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).
   (standard is assessed through class discussions, ICAP/post-secondary planning lesson)

7. Understand cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning (CACREP SC.E.1).
   (standard is assessed through class discussion, activities, closing the gap action plan)

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).
   (standard is assessed through class discussion, activities, guardian workshop/professional development presentation)

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 sued 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).

(standard is assessed through class discussion, activities, closing the gap action plan)

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

(standard is assessed through class discussion, activities, comprehensive school counseling program portfolio)

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).

(standard is assessed through class discussion, activities, guardian workshop/professional development presentation)

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

(standard is assessed through class discussion, activities)

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

(standard is assessed through class discussion, activities, guardian workshop/professional development presentation, bullying/school safety curriculum development)

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

(standard is assessed through class discussion, activities)

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

(standard is assessed through class discussion, activities, comprehensive school counseling program portfolio)

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

(standard is assessed through class discussion, activities, comprehensive school counseling program portfolio)

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).

(standard is assessed through class discussion, activities, guardian workshop/professional development presentation)

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: Instruction will occur via the following modalities: lecture, discussion, experiential activities, and technology.
Course Requirements and Assignments: All written assignments should reflect graduate level writing (e.g., minimal grammatical errors, typos, etc.) and must be submitted using standard APA format (sixth edition). Unless otherwise specified, all written assignments that do not meet the quality and formatting expectations are subject to a minimum of a 5% reduction from the total points possible. Please submit all assignments electronically via email. Assignments are due before class on the respective dates posted in this syllabus. Any assignment turned in later than the posted time will receive a 10% reduction in the total points possible for that assignment for each day that it is late. Exceptions will be made only in cases of documented family or personal emergencies. Out of courtesy, please do not submit assignments during class time; instead, wait until designated breaks or after class.

Read: It is expected that you have read prior to coming to class. Class experiences are designed with the assumption that you have the foundational knowledge of reading the text thoughtfully. Please bring questions / comments that you have about the text to class to contribute to class discussions.

Attendance and Participation (10 points): Attendance for this course is mandatory and necessary. Experiences that are conducted within the course are highly interactive and they cannot be replicated. In class activities are a part of the course requirements. In order to achieve an A in the course, students may not miss more than approximately 0.05% of class without a documented emergency. While in class, it is an expectation that students arrive to class and return from breaks on time and prepared. A portion of your final points will be related to your attendance and participation.

Comprehensive School Counseling Program Portfolio (100 points): Students will develop a portfolio including the following components: vision statement, mission statement, program goals, competencies and indicators, annual agreement, advisory council invitation, calendar templates, classroom guidance curricula, classroom guidance curricula assessment template, small group outline, closing-the-gap results report, and program evaluation reflection. NOTE: We will discuss this entire assignment in class and additional resources will be provided. Several elements of this assignment will be done in class.

Guardian Workshop / Professional Development Presentation (35 points): It is an expectation that school counselors provide professional development, workshops, and psychoeducational presentations for many educational stakeholders (e.g., teachers, administrators, guardians, district counselors, etc.). For this assignment, you will design a presentation that could be delivered to either guardians or teachers. You will select a level (elementary, middle school, or high school) and develop a guardian workshop or teacher professional development opportunity on a topic addressing one of the three ASCA domains. You will then do a formal presentation in class as if you were presenting to your target audience (~ 30 minutes).

ICAP/Post-Secondary Planning Lesson (35 points): You will create an ICAP/Post-secondary planning lesson plan for either middle or high school students. You will use the information gleaned from class about ICAP/Post-Secondary Planning to determine an appropriate topic that will not overlap significantly with that of your peers. You will then create a class presentation to teach your peers how to deliver this lesson in the future. You will provide electronic copies of any resources required to replicate your lesson, which will be uploaded to Blackboard (~ 30 minutes).

Bullying/School Safety Curriculum (35 points): A safe, supportive school climate is the foundation to students’ academic success, growth, and development. Bullying and school safety are integral aspects of school counseling core curriculum and students’ social/emotional
development. However, many school counselors struggle to provide an ongoing, comprehensive bullying/school safety curriculum due to lack of time and resources. This assignment will be a class collaboration in which you will work with your peers to design a comprehensive, developmentally sequential bullying/school safety curriculum. The organization and details of this assignment will be discussed further in class.

**Closing the Gap Action Plan (35 points):** You will create a closing the gap action plan designed to support a specific population with whom you are interested in working. You will select your target population and write an introduction elucidating the need for a closing the gap action plan, which must be supported by current research and data. You will then construct the action plan to reduce the achievement gap for your population, including but not limited to, a detailed description of the intervention(s) you selected and how you will measure your intended outcomes. This assignment will require that you utilize current educational and school counseling research to identify the need, select an intervention, and measure your outcomes. You must identify a minimum of five current resources (past five years) that must be utilized throughout the assignment. This assignment will be written in narrative form and should have a formal reference list (please remember APA format). You will also create an informal ~ 15 minute presentation to share your project with your peers.

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**Assignments:**

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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Reading, Attendance, &amp; Participation</td>
<td>10</td>
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<tr>
<td>Comprehensive School Counseling Program Portfolio</td>
<td>100</td>
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<td>Guardian Workshop / Professional Development Presentation</td>
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<td>ICAP/Post-Secondary Planning Lesson</td>
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<td>Bullying/School Safety Curriculum</td>
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<td>Closing the Gap Action Plan</td>
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**Total Points Possible:** 250

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**Grading:**

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<td>C+</td>
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## Tentative Course Schedule:

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading to be Done BY Class Time</th>
<th>Assignments DUE</th>
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<tbody>
<tr>
<td>April 29</td>
<td>Introductions&lt;br&gt;21&lt;sup&gt;st&lt;/sup&gt; Century School Counseling&lt;br&gt;Social Justice School Counseling Paradigm&lt;br&gt;ASCA National Model Review&lt;br&gt;ASCA Themes: Leadership, Advocacy, Systemic Change, Collaboration&lt;br&gt;CSCP Foundation&lt;br&gt;Professional Competencies&lt;br&gt;Legal &amp; Ethical Considerations for School Counselors&lt;br&gt;Creating an Inviting Office</td>
<td>ASCA National Model, 21-39&lt;br&gt;ASCA Mindsets &amp; Behaviors for Student Success&lt;br&gt;ASCA Ethical standards for school counselors&lt;br&gt;Bodenhorn, 2006&lt;br&gt;CDE School Counselor Rubric&lt;br&gt;Holcomb-McCoy, chps 2, 3, 7, 8, 9&lt;br&gt;McMahon et al., 2014&lt;br&gt;Scarborough &amp; Culbreth, 2008&lt;br&gt;Watkinson, 2013</td>
<td>Vision Statement&lt;br&gt;Mission Statement&lt;br&gt;Program Goals&lt;br&gt;Competencies &amp; Indicators&lt;br&gt;* You will have time to work on these in class</td>
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<td>April 30</td>
<td>Evidence-based school Counseling&lt;br&gt;Data Driven Decision Making&lt;br&gt;Achievement Gap Defined&lt;br&gt;Surveys/Needs Assessments&lt;br&gt;Measuring Student Learning &amp; Behavior Change&lt;br&gt;Selecting and Evaluating Interventions</td>
<td>Dimmitt et al., chps 1, 2, 3, 4, 5, 7, 8&lt;br&gt;Holcomb-McCoy, chps 1, 6&lt;br&gt;Murphy &amp; Duncan, chps 1, 2, 3, 4, 5, 6</td>
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<td>Date</td>
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<td>May 1</td>
<td>School Counseling Core Curriculum</td>
<td>ASCA National Model, 83-98 Please familiarize yourself with the Common Core State Standards Initiative</td>
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<td>Individual Student Planning</td>
<td>Burnham, 2009</td>
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<td>Responsive Services</td>
<td>Donnon &amp; Hammond, 2007</td>
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<td>Bullying, School Safety, Crisis Response in Schools</td>
<td>Duarte &amp; Hatch, 2014</td>
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<td>Fineran, 2012</td>
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<td>Hays et al., 2009</td>
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<td>Kozlowski, 2013</td>
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<td>Ockerman et al., 2012</td>
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<td>Ross et al., n.d. (skim)</td>
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<td>Stiller et al., 2013 (skim)</td>
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<td>Small Group Outline</td>
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<td>Bullying/School Safety Curriculum &amp; Presentations</td>
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<td>Consultation</td>
<td>College Board, 2006</td>
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<td>Collaboration</td>
<td>Finkelstein, 2009</td>
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<td>Gysbers, 2013</td>
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<td>Holcomb-McCoy, chp 4</td>
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<td>Holcomb-McCoy &amp; Bryan, 2010</td>
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<td>ICAP Toolkit</td>
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<td>Baker et al., 2009</td>
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<td>ICAP/Post-Secondary Planning Lesson &amp; Presentations</td>
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<td>Guardian Engagement</td>
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<td>Integrating Technology into Your CSCP</td>
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<td>Using Data to Close the Achievement Gap</td>
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<td>Future Directions</td>
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May 22 | Annual Agreement  
Advisory Council  
Invitation  
Calendar Templates  
Program Evaluation Reflection  
Comprehensive School Counseling Program Portfolio  

**PowerPoint Presentations**: PowerPoint presentations used in class are for instructional purposes only and will only be released to students based on the discretion of the instructor.

**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.

**Professional Conduct**: Students are expected to adhere to the ACA code of ethics. Any behavior that is deemed unethical will be grounds for dismissal from the program. All information shared in a counseling course is confidential; therefore, disclosure of any kind including audiotaping of the course is a violation of the ACA code of ethics.

**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 as soon as possible to ensure that accommodations are implemented in a timely fashion.

**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.

**Sexual Misconduct/Title IX Statement**: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

**APCE Policy on Plagiarism**: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another's work but
also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given an “F” in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

**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.

**UNC’s Policies**: UNC’s policies and recommendations for academic misconduct will be followed.

**Portable Electronic Devices**: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and IPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.

**PLEASE READ and PRINT THIS SYLLABUS and BRING TO CLASS THE FIRST DAY**

**MAKE SURE TO SAVE A COPY OF ALL SYLLABI FOR YOUR RECORDS AND FOR POSSIBLE FUTURE SUBMISSION TO LICENSURE BOARDS***