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:

Articles:
Note. Bolded articles are required reading


**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:**


IMPORTANT NOTE: Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advance notice and/or accommodations as possible. Please bring a copy of this syllabus to our first class meeting.

If you have access to a portable electronic device such as a laptop or tablet, please plan on bringing it to all classes, as you will have the opportunity to work on several assignments in class.

CACREP Standards addressed in this course:
Knowledge and Skill Outcomes (CACREP 2016): Upon successful completion of this course students will:

1. Know techniques to foster collaboration and teamwork within the schools. (CACREP 5.G.3.i)
2. Understand the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. (CACREP 5.G.2.g)
3. Understand the use of developmentally appropriate career counseling interventions and assessments and know approaches to increase promotion and graduation rates. (CACREP 5.G.3.e & 5.G.3.i)
4. Demonstrate knowledge of interventions to promote college and career readiness. (CACREP 5.G.3.j)
5. Understand school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma. (CACREP 5.G.2.e)
6. Know how to design and evaluate school counseling programs. (CACREP 5.G.3.b)
7. Understand interventions that promote academic development (CACREP 5.G.3.d)
8. Know common medications that affect learning, behavior, and mood in children and adolescents. (CACREP 5.G.2.h)
9. Demonstrate knowledge of strategies to facilitate school and postsecondary transitions. (CACREP 5.G.3.g)
10. Identify assessments specific to P-12 education. (CACREP 5.G.1.e)
11. Demonstrate knowledge of the use of accountability data to inform decision-making and the use of data to advocate for programs and students. (CACREP 5.G.3 n & 5.G.3.o)
12. Know models of school counseling programs. (CACREP 5.G.1.b)
13. Understand the development of school counseling program mission statement and objectives. (CACREP 5.G.3.a)
14. Understand strategies for implementing and coordinating peer intervention programs. (CACREP 5.G.3.m)
15. Understand core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. (CACREP 5.G.3.c)
16. Know school counselors’ roles as leaders, advocates, and system change agents in P-12 schools. (CACREP 5.G.2.a)
17. Know qualities and styles of effective leadership in schools. (CACREP 5.G.2.j)
18. Know school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. (CACREP 5.G. 2.e)

Course content:
This course was designed to meet the CACREP 2016 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, group work, 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.

Attendance: 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. Missing one hour of class is permitted. Beyond that one hour, 5% will be lost for each additional hour missed.

Reading Discussion Items: It is expected that you have read prior to coming to class. As part of course participation, students will complete reading discussion entries, documenting their reflections on various class readings/assignments, questions, ideas, and activities for the week (to be posted in Canvas prior to class). Students are to provide a minimum 3 discussion items each day of class (points will only be given to discussion items posted prior to class).

Research Synopsis of an Educational Issue (50 pts): Identify a problem or issue related to the achievement gap that is prominent in a school in your community. You will provide the topic to the instructor for approval before you begin your research. Examples include poverty, mental health issues, trauma, neglect/abuse, disability, language (ELL), immigrant/refugee status, ethnicity, gender, sexual orientation, etc. You will read 3 articles from professional, peer-reviewed journals (from The Professional School Counselor, Journal of Counseling & Development, other ACA or APA journals, or journals from education), then:

a) Summarize each article (1/2 page each),

b) Discuss how you would conduct a student needs assessment for that topic (1/2 page),

c) Present one prevention activity and one intervention activity you would recommend, and outline how you would conduct an outcomes assessment for each of the activities you identified (1 page),

d) Discuss the school-wide implications, including presenting a school-wide advocacy plan and a plan for a teacher in-service (1/2 page each)

e) Evaluate the legal and ethical issues of that topic (1/2 page),

f) Discuss the insights you have gained in terms of systemic issues relative to that topic (in terms of families, schools, & communities) (1 page).

(APA, 6-7 pages maximum; 50pts)

g) Students will conduct a speed research demo, which consists of providing a ~7 minute overview of your findings from the synopsis (what is the issue, why is it relevant, what are the central take away messages from the research you conducted).

Evaluation Plan (7-9 pages): You will interview a school counselor to learn about the comprehensive school counseling program for that school – YOU DO NOT NEED TO IDENTIFY THE SCHOOL IN YOUR REPORT. (APA, 7-9 pages, 50 pts)

a. Summarize the context of the school in terms of all of the following: grade levels, # of students, # of counselors, SES of students. Which students do well there and which students do not do well in that school? What are the state test scores at the school?
What are the academic, career, and personal/social issues of the students? (paragraph form, 2 pages).
b. Conduct an ABBREVIATED Program Audit from the National Model in which you will evaluate each of the major headings (NOT the Criteria) in your report. Based on your observations of that school and what has been discussed in this class, identify way(s) to improve the program in each major heading (chart format; Use headings: Major Category, Status of Existing Program; Improvement Needed).
c. In your conclusions, imagine you are hired at this school. Outline a 1-year plan using systemic strategies for change to address the top 3 tasks you identify from your chart in part

Group Plan (50 pts) and Presentation (25 pts) (each will be given one of the following):

ICAP/Post-Secondary Development Plan (Career Development): The group will create an ICAP/Post-secondary plan for either middle or high school students (at each grade level—e.g., 9th, 10th, 11th, and 12th grades). The plan is to include a) a description of the population, b) goals of the plan, c) description of the career development curriculum/intervention (evidence-based), d) description of guidance lessons (one sample per grade level), and e) measurement of outcomes. The group will demonstrate a sample lesson that would be presented to prospective students regarding ICAP/Post-Secondary planning. You will then create a class presentation to teach your peers how to deliver the plan in the school setting and demonstrate a sample guidance lesson. Students are to complete a written description of their plan and the sample lesson and submit them to Canvas.

Bullying/School Safety Curriculum (Personal/Social Development): 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. The group is to design a comprehensive, developmentally sequential bullying/school safety curriculum that should be ready for implementation on the first day of the school year. The curriculum is to include the following sections: a) target population, b) evidence-based practices in bullying prevention and intervention, c) purpose of curriculum, d) goals of curriculum, e) guidance lessons (one sample), and f) evaluation of the curriculum. You will then create a class presentation to teach your peers how to deliver the curriculum in the school setting and to demonstrate a sample lesson. Students are to complete a written description of their curriculum and the sample lesson and submit them to Canvas.

Closing the Gap Action Plan (Academic Development): The group will create a closing the gap action plan designed to support a specific population with whom you are interested in working. The group is to select a target population and describe the issues facing the population in the school system (identify a school and review school report card data). The group will then construct an action plan to reduce the achievement gap for the population, including but not limited to, a) a detailed description of the population; b) a description of the identified, evidence-based intervention; and a c) measurement/evaluation plan. The group will create either a guidance lesson (delivered to students) or a presentation for faculty related to achievement that would be delivered in a school setting. The group will create a class presentation to teach your peers how to deliver the plan in the school setting and demonstrate your sample lesson/presentation. Students are to complete a written description of their plan and the sample lesson and submit them to Canvas.
Assignments
Weekly Discussion Items ~78
Research Synopsis of an Educational Issue 50
Evaluation Plan 50
Group Plan (50) and Presentation (25) 75

Total ~253

Grading Scale:
A  93-100    C  73-76
A-  90-92    C-  70-72
B+  87-89    D+  67-69
B   83-86    D   63-66
B-  80-82    D-  60-62
C+  77-79    F   Below
<table>
<thead>
<tr>
<th>Course Dates</th>
<th>Content Area</th>
<th>Readings</th>
<th>Assignment Due Dates</th>
<th>Project Guide</th>
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<tr>
<td>4/27</td>
<td>Identify and create measurable goals in the areas of academic, career and social/emotional development</td>
<td>Zyromski CH 2; Holcomb-McCoy CH 1 &amp; 2 (located in Canvas &gt; Files)</td>
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<td>Identify/create interventions&lt;br&gt;Identify the logistics of the interventions</td>
<td>Zyromski CH 3; Holcomb-McCoy CH 3 (located in Canvas &gt; Files)</td>
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<td>Kozlowski, K. A. (2013). Integrating school counseling core curriculum into academic curriculum...</td>
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<td>4/28</td>
<td>Create an evaluation plan&lt;br&gt;Data dissemination Present the project to the school board and stakeholders (roleplay)</td>
<td>Zyromski CH 6 &amp; 7; Holcomb-McCoy CH 6 (located in Canvas &gt; Files)</td>
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<td>Date</td>
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<td>Reading and Discussion Items</td>
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Gysbers, N. C. (2013). Career-ready students: A goal of comprehensive school counseling programs  
Reading Discussion Items  
Evaluation Plan Due |
Identify a strategy/intervention/program for working with students  
https://www.ncda.org/aws/NCDA/pt/sp/CC_archives_k12  
Reading Discussion Items  
Student identified strategies—brief overview |
| 5/11 | Career development resources in COICAP Toolkit | College Board resources:  
https://bigfuture.collegeboard.org/get-started/educator-resource-center  
https://professionals.collegeboard.org/guidance/financial-aid/undocumented-students  
Reading Discussion Items |
| 5/12 | Introduction to Crisis Intervention | Heath Chapter 1 (in files)  
Reading Discussion Items |
| 5/12 | Prevention and Responding to a crisis | Heath Chapter 2 (in files)  
Fineran, K. R. (2012). Suicide postvention in schools: The role of the school counselor  
Reading Discussion Items  
Group Presentations  
Group paper due |
| 5/12 | Communication: How to Listen, What to Say, and How to React; Assisting Students with Specific Problems | Heath Chapter 3 & 5 (in files)  
Reading Discussion Items  
Group Presentations |
**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.

**Disability Resources:** It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g., time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: 970-351-2289, Michener Library L-80. Students can learn more about the accommodations process at [http://www.unco.edu/disability-support-services/](http://www.unco.edu/disability-support-services/)

**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](http://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 in 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.