University of Northern Colorado
School of Applied Psychology and Counselor Education

APCE 602: Foundations of School Guidance

Fall, 2019

Course Syllabus

Instructor: Natalie Stipanovic, Ph.D.  
Class Times: September 13/14/15  
September 27/28/29  
F: 4-10, S: 8-5, N: 8-4

Office: 288 McKee Hall  
Email: Natalie.stipanovic@unco.edu

Phone: 970-351-3922  
Office Hours: Tuesdays 9:30 to 12:30

Prerequisite: None

Course Description:

This course is dedicated to the study of the counseling and school counseling professions, including the history, philosophy, principles and trends in both fields. It also includes information regarding the roles and functions of counselors, administrators, teachers, and parents in meeting students’ needs.

Required Text(s):


Additional Required Readings


**Additional Readings:**

Additional law and current topic related readings will be assigned throughout the course.

**Suggested Readings:**


**Knowledge & Skill Outcomes (Objectives):** Upon successful completion of this course students will:

1. Discuss technology’s impact of the counseling profession (CACREP II.F).
2. Understand the history and philosophy of the counseling profession and trends school counseling and educational systems (CACREP II.G.1.a & CACREP SC.A.1).

*(standard is assessed through, final, and transcript assignment)*

1. Understand professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (CACREP II.G.1.b).
2. Recognize counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event (CACREP II.G.1.c).
3. 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 transcript assignment, crisis plan assignment, confidentiality assignment)*

1. Understand the important role of the school counselor as a system change agent (CACREP SC.O.4).

*(standard is assessed though transcript assignment)*

1. Identify self-care strategies appropriate to the counselor role (CACREP II.G.1.d).
2. Discuss counseling supervision models, practices, and processes (CACREP II.G.1.e).
3. Demonstrate an understanding of professional organizations, including membership benefits, activities, services to members, and current issues (CACREP II.G.1.f).
4. Demonstrate an understanding of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP II.G.1.g).
5. Know professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling, (CACREP.SC.A.4).

*(standard is assessed through class activities, class discussions, and final)*

1. Recognize the role and process of the professional counselor advocating on behalf of the profession (CACREP II.G.1.h).
2. Understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.G.1.i).
3. Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.G.1.j).
4. Understand current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program, (CACREP.SC.A.5).

*(standard is assessed through transcript assignment)*

1. Know the theories and processes of effective counseling and wellness programs for individual students and groups of students (CACREP SC.C.1).

*(standard is assessed through class activities)*

1. Understand the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention (CACREP SC.C.6).

*(standard is assessed through crisis plan assignment, and class activities)*

1. Identify counselor characteristics and behaviors that influence the helping process (CACREP II.G.5.b).
2. Understand the importance of research in advancing the counseling profession and how to critically evaluate research relevant to the practice of school counseling (CACREP II.G.8.a & CACREP SC.I.1).

*(standard is assessed through transcript assignment)*

1. Know the qualities, principles, skills, and styles of effective leadership (CACREP SC.O.1).

*(standard is assessed through class activities and final)*

1. Demonstrate minimal competency in basic helping skills (e.g. tracking, reflecting, and refraining from closed questions).
Course Content:

- Introduction to the counseling profession: history, philosophical underpinnings, professional standards, credentials, codes of ethics, areas of specialization, accreditation, contemporary trends.
- Comparison of school counseling with other mental health disciplines (i.e. collaboration & consultation)
- Introduction to school counselors’ roles and responsibilities
- Introduction to counselor impairment and self-care strategies
- Introduction to the helping relationship and basic helping skills basic skills, including skills and behaviors that influence the helping process
- Introduction to advocacy for the profession and clients
- Introduction to State and Federal School Law
- Impact of Technology on the Counseling Profession
- Introduction to professional writing according to the Publication Manual provided by the American Psychological Association (6th)
- Discussion of culture and its influence on counselors and clients

Methods of Instruction:

Instruction will occur via the following modalities: lecture, discussion, experiential activities, and role-play.

Course Requirements:

Course Readings: 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. Please bring questions/comments that you have about the text to class so that we can address them.

Attendance and Participation: 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 class period (one hour) is permitted. Beyond that one class period, 3.33% will be lost for each additional missed class period. One or two points will also be lost for coming to class late (beyond 5 minutes), depending on how late.

Assignments:

Readings: Reading assignments are included in the course schedule and are expected to be completed prior to each class session. In addition to your primary text, supplemental readings are identified in the course schedule.

Participation Points (24 pts): Effective participation is an important aspect of this course. Students are expected to, be prepared for class, engage in class discussion, respond to instructor questions/inquiries, engage with group activities, and respond to peers in an
appropriate and effective manner, and work effectively with their groups. Students will be graded on 1) Active Participation, 2) Relevance of participation to topic under discussion, 3) Evidence of level of preparation, 4) Listening/Cooperation, 5) Effectively worked with peers during group activities, 6) Appears prepared for class, 7) Effective Use of Technology (see grading rubric in Canvas < Assignments for details).

**Leading Class Discussion (60 total points):** Often administrators, parents, and teachers will turn to you for information regarding the social and emotional needs of their students. Additionally, you may find yourself providing education and training on such topics. The purpose of the project is for you to gain more knowledge and skills in working with a specific population or on a specific issue that you may encounter in your future work as a school counselor. This assignment prepares you for your future role in raising awareness and providing training in such areas. You will select and present to the class a specialty topic (ex: achievement gaps, equity gaps, grief, ADHD, NCAA Clearinghouse, drug use, dyslexia, assets, bullying, cutting, etc.) A one-page fact sheet should be submitted for classmates. The presentation of the issue/problem should be between 15 and 25 minutes.

You will identify:

- the issue/problem and its prevalence in schools
- the symptoms or issues associated with the topic
- evidence-based interventions that aid in intervening or preventing the issue/problem
- interventions that school counselors can present to teachers and/or parents to assist students
- Documented citations of at least 3 scholarly references

Upon completion of the presentation of the issue/problem you will be asked to lead the class in a discussion or demonstration of the issue/problem and to answer questions about the topic. This may include a general Q&A session, or it may include an engagement of the class members in a hands-on activity (e.g., role play, case study review, on-line search, etc.). Students are encouraged to be creative.

**Professional School Counselor Interview, Career Goal & Wellness Plan:**

Each student will interview a school counselor at one school level (Primary/Elementary, Middle, or High School). The purpose of this assignment is to identify the joys and difficulties/obstacles the counselor encounter in their work. The class will develop questions together. Students will also provide a description of their personal goals as a professional school counselor and will end the paper with a detailed description of their plans to remain well/healthy in their profession as a caregiver to an entire school.

A 6 to 8 page paper, including a report of the interview, a description of your professional career goal, your wellness plan, and your perception of the role of the school counselor will be submitted to the instructor.

- The *Interview Report* should include a summary of the interview as well as your personal reactions to the interview, the counselor, and the information received. The interview should be written in a narrative format, rather than a list of questions and answers.
- For your *Professional Career Goal* you are to describe your reasons for/and interest in becoming a school counselor; a) what attracted you to this profession, b) what school
level you are interested in and why, c) how you envision yourself in your role as a professional school counselor within the next 8 to 10 years, and d) what do you hope students, teachers, administrators, parents, and the community will gain from your expertise as a professional.

- For your Wellness Plan you are to provide specific ways of how you intend to take care of yourself physically, mentally/emotionally/spiritually, socially, and educationally as you enter into the role of a professional counselor
- End your paper with a one to two-page summation of your perception of the role of the school counselor. For example, you may want to consider the following: (a) how their job compares and/or contrasts with your initial beliefs about school counselor’s roles, (b) the impact of the school needs on the role of the counselors, (c) the impact of the principal and other stakeholders on their role, etc. It may be helpful to use the textbook as well as any additional course readings to support your discussion.
- NOTE: Participation in this activity is clear evidence of counselors’ professional generosity. You must regard all information provided to you as confidential. Information they provide should be reported without revealing the identity of the counselors you cite.

School Counseling Program (100 points total)

This is a small group project (2-3 students per groups). The school counseling program will be an accumulation of documents that represent the student’s knowledge and skills in developing a comprehensive school counseling program. The documents will be completed throughout the semester and will receive instructor feedback. At the end of the semester students are to turn in a portfolio with all items listed below.

School Data (20 points)

As a school counselor you will need to be aware of your community and school demographics to help guide the development of your comprehensive school counseling program. This assignment will provide the data that serve as part of your program foundation. You will use these data to guide you in the development of your future assignments. Furthermore, you need to be able to interpret and make meaning of data to set program priorities.

Select a local school and collect the following information (Most of the information can be collected online via the school website, Colorado School’s report card on Colorado Department of Education website, and Safe and Drug Free Schools and Communities Report):

- Geographical location of the school
- Population of the school
- Ethnicity by percentage
- Graduation data
- Career outlook data (if available)
- Socio-economic data
- Percentage of ELL students
- Percentage of special education students
- Academic achievement data
- Teacher retention data
- Behavioral data such as bullying reports
- Problems specific to the community (employment issues, health and safety issues, crime rate, etc.)
- Strengths of the school and community (e.g., awards, sports, economic benefits, etc.
- Based on the data that you identified about the school provide the following:
  - Paragraph 1: the strengths of the school
  - Paragraph 2: challenges to student academic success
  - Paragraph 3: areas of need that should be addressed through a comprehensive school counseling program (only include areas that school counselors can directly impact, i.e., you will not be able to terminate an ineffective teacher.)
  - Paragraph 4: recommendations for the school counseling program to address the areas of need

**Mission Statement (5 points)**

As a school counselor, you will need to develop a mission statement to help guide the conceptualization of your school counseling program. These statements are always written as a team, and all members of the department must agree with this statement. The mission statement you develop will serve as a piece of the foundation for your comprehensive school counseling program, as such it should incorporate key elements from the school mission statement and the ASCA National Standards. You will use this mission statement to guide your program development throughout the semester.

- Develop a mission statement for your school counseling program (1 paragraph).
- Consider how the ASCA National Standards and the Mindsets & Behaviors should align with the program’s mission statement.

**Needs Assessment (15 points)**

The needs assessment is a tool that allows you to collect perception data from your constituents; the collected data serve as pieces of information for developing your program. You will use the needs assessments and results to develop curriculum to address your constituents’ needs.

- Using the information you learned about your school from the school data evaluation phase of the assignment, develop three assessments that would be distributed to students, teachers, and parents to help better understand the needs of the stakeholders. It may be helpful to evaluate the resources provided by the Center for School Counseling Outcome Research and Evaluation website: http://www.umass.edu/schoolcounseling/

**Lessons, Evaluations, and Presentation (30 points)**

Lessons serve as an important delivery mode for encouraging student competence in the nine ASCA National Standards. Your lessons will tie your previous assignments together. Evaluations are an important measure of how you have impacted students through your developed and delivered curriculum. You will need to ask questions about what students have learned as a result of your curriculum and how they felt about the actual experience. Finally, as a school counselor you will be expected to deliver your curriculum through a formal presentation, typically in a small group, classroom guidance or assembly forums. You will have an opportunity to practice delivering a lesson to your classmates.
Lessons

Based on information garnered through the school data evaluation from your needs assessment (data gathered from students, teachers, and parents), develop two classroom guidance lessons. Your lessons should cover different topics related to the same issue (for example, two lessons on bullying with one that addresses how to recognize bullying and one that addresses cyberbullying). Complete the ASCA Lesson Plan Template for each lesson: https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/LessonPlanTemplate.pdf

Evaluations (10 points)

- Complete a “plan for evaluation” (included in the lesson plan template) that describes (a) process, (b) perception, and (c) outcome data that you will examine the effectiveness of your lessons.
- For the perception data, develop or adapt a minimum of one student or teacher survey that you would use to evaluate guidance lesson outcomes. This should be an evaluation that would be given in a pre-test and a post-test format and should evaluate knowledge, behavior, and/or attitude change.

Lesson Presentation (10 points)

- You will present one full-length (25-30 minutes) guidance lesson to the class. You will also administer any pre-tests/post-tests and/or evaluations. Classmates will pretend to be students enrolled in your self-selected grade level. Be sure to use the full allotted time without exceeding the allotted time.

Calendar (10 points)

- Develop a calendar for the school counseling program-related activities in your school. Indicate which months you will be delivering your services. Your calendar should include specific services provided by the school counseling program as well as major activities or awareness days/weeks that affect your student population. Your calendar should be inclusive and should address cultural and diversity issues that affect your student population.

University and APCE Policies

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 Resource Center (DRC) to request accommodations.
Office: (970) 351-2289, Michener Library L-80.
Students can learn more here: www.unco.edu/disability-resource-center
**Food Insecurity and Basic Needs**
Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit [www.unco.edu/bear-pantry](http://www.unco.edu/bear-pantry) for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at [sos@unco.edu](mailto:sos@unco.edu) or via phone at 970-351-2796.

**Academic Integrity**
You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

**Title IX**
The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or [www.unco.edu/asap](http://www.unco.edu/asap)  UNC Counseling Center: 970-351-2496 or [www.unco.edu/counseling](http://www.unco.edu/counseling)

UNC Psychological Services: 970-351-1645 or [www.unco.edu/cebs/psych_clinic](http://www.unco.edu/cebs/psych_clinic)

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexual-misconduct](http://www.unco.edu/sexual-misconduct) or contact the Office of Institutional Equity and Compliance (970-351-
4899). OIEC is located on the third floor of the University Center in room 3060.

**Equity and Inclusion Statement**
The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance)

**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. Additionally, any audio recording of class without the consent of the instructor and your classmates in an ethical violation. 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.

**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.
Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Maximum Point Value</th>
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<tbody>
<tr>
<td>Professional School Counselor Interview, Career Goal &amp; Wellness Plan</td>
<td>60</td>
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<tr>
<td>School Counseling Program</td>
<td>100</td>
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<tr>
<td>Leading Class Discussion</td>
<td>50</td>
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<tr>
<td>Midterm and Final Exams</td>
<td>100</td>
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<tr>
<td>Class Participation</td>
<td>24</td>
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<td>Role-play</td>
<td>15</td>
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<td><strong>Total</strong></td>
<td><strong>349</strong></td>
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**Grading:** Final letter grades will be assigned based on the following distribution:

- **A** 93-100
- **A-** 90-92
- **B+** 87-89
- **B** 83-86
- **B-** 80-82
- **C+** 77-79
- **C** 73-76
- **C-** 70-72
- **D+** 67-69
- **D** 63-66
- **D-** 60-62
- **F** Below 60

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading to be Done by Class Time</th>
<th>Activities, Assignments Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday,</td>
<td><strong>Chapter 1</strong>-Transforming the School Counseling Profession: Current Models, Historical Roots and Future Issues</td>
<td></td>
<td>School Counseling Program</td>
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<tr>
<td>September 13</td>
<td><strong>Chapter 2</strong>-The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program</td>
<td></td>
<td>- Identify a school</td>
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<td><strong>Chapter 3</strong>-Transformational Thinking in Today's Schools</td>
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<td>- Review school report card</td>
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<td>Saturday</td>
<td><strong>Chapter 4</strong>-Systemic, Data-Driven School Counseling Practice and Programming for Equity</td>
<td></td>
<td>- Needs assessment</td>
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<td>September 14</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Chapter/Section</td>
<td>Notes</td>
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<tr>
<td>Sunday  September 15</td>
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<td>Chapter 5 - Accountability: Assessing Needs, Determining Outcomes, and Evaluating Programs</td>
<td>Lesson development</td>
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<td>Chapter 6 - Outcomes Research on School Counseling Interventions and Programs</td>
<td>Evaluation</td>
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<td>Friday  September 27</td>
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<td>Chapter 7 - Ethical, Legal, and Professional Issues in School Counseling</td>
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<td>Chapter 9 - Leadership and Advocacy for Every Student’s Achievement and Opportunity</td>
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<td>Chapter 10 - Developmental Classroom Guidance</td>
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<td>Saturday  September 28</td>
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<td>Chapter 12 - Promoting Career Planning in Schools</td>
<td>Student Conducted Class Discussion</td>
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<td>Chapter 13 - Counseling Individuals and Groups in School</td>
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<td>Chapter 14 - Consultation, Collaboration, and Encouraging Parent Involvement</td>
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<td>Student Conducted Class Discussion</td>
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<td>Student Conducted Class Discussion</td>
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The instructor may make changes to the syllabus as the course proceeds. If this is necessary these changes will be announced in class.

### Comprehensive School Counseling Assessment Rubric

Comprehensive School Counseling - Students will demonstrate an understanding of the foundations of school counseling, the K-12 educational processes, evidence-based prevention and intervention programs that address career, social/emotional, and academic development, as well as the evaluation of program outcomes.

<table>
<thead>
<tr>
<th>Knowledge Learning Outcome Assessed</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
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<tbody>
<tr>
<td><strong>Orientation to School Counseling</strong></td>
<td>Student demonstrates a superior knowledge of the history, development and ethical standards of the school counseling profession in addition to school counseling and career development models. The student performs well above what would be expected of an entry-level school counselor.</td>
<td>Student demonstrates a basic, entry-level understanding of the history, development and ethical standards of the school counseling profession in addition to school counseling and career development models. The student performs equivalent to what would be expected of an entry-level school counselor.</td>
<td>Student demonstrates a limited understanding of the history, development and ethical standards of the school counseling profession. This includes a limited knowledge of school counseling and career development models. The student performs somewhat below what would be expected of an entry-level school counselor.</td>
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- **Sunday**
- **September 29**
- **Chapter 15** - Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems
- **Chapter 16** - The Professional School Counselor and Students with Disabilities
- **Chapter 17** - Helping Students with Mental and Emotional Disorders

**Final Exam** Administered via Canvas

Student Conducted Class Discussion
Professional School Counselor Interview, Career Goal, & Wellness Plan Due
System Support & Organizational Structure

Student demonstrates an understanding of the organizational structures of schools and the models of school-based collaboration and consultation.

Comprehensive School Counseling Program & Design

Student demonstrates the knowledge and skills necessary to promote the academic, career/college readiness, and emotional/social development of P-12 students through the design and implementation of evidence-based, data-driven, comprehensive school counseling program. The student performs well above what would be expected of an entry-level school counselor.

Counseling Practice, Prevention, Intervention & Coordination

Student demonstrates knowledge of effective prevention strategies, counseling interventions, and the skills to work with families, staff and faculty. Student demonstrates the knowledge to coordinate programs, projects, and find resources to effect social change.

Student demonstrates a superior knowledge of the organizational structures of schools and of the models of school-based collaboration and consultation. The student performs equivalent to what would be expected of an entry-level school counselor.

Student demonstrates basic, entry-level knowledge of the necessary to promote the academic, career/college readiness, and emotional/social development of P-12 students through the design and implementation of evidence-based, data-driven, comprehensive school counseling program. The student performs equivalent to what would be expected of an entry-level school counselor.

Student demonstrates a superior knowledge of effective prevention strategies, counseling interventions, and the has the skills to work with families, staff and faculty. Student demonstrates the knowledge to coordinate programs, projects, and find resources to effect social change. Student is capable of advocating for all students regardless of race, ethnicity or gender identity.

Student demonstrates basic, entry-level knowledge of effective prevention strategies, counseling interventions, or the skills needed to work with families, staff and faculty. Student demonstrates limited knowledge of effective prevention strategies, counseling interventions, or the skills needed to work with families, staff and faculty. Student is limited in the capability of advocating for all students regardless of race, ethnicity or gender identity.
race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career success.

The student performs well above what would be expected of an entry-level school counselor.

Student demonstrates skills and strategies necessary for effectively advocating for all students regardless of race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career success. The student performs well above what would be expected of an entry-level school counselor.

Advocacy

Student demonstrates basic, entry-level skills and strategies necessary for effectively advocating for all students regardless of race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career success. The student performs equivalent to what would be expected of an entry-level school counselor.

Student demonstrates limited skills and strategies necessary for effectively advocating for all students regardless of race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career success. The student performs somewhat below what would be expected of an entry-level school counselor.

Instructional Planning & Delivery

Student demonstrates a superior knowledge of core curriculum designs, lesson plan development, classroom management and differential development strategies.

Student demonstrates a basic, entry-level knowledge of core curriculum designs, lesson plan development, classroom management and differential development strategies.

Student demonstrates a limited knowledge of core curriculum designs, lesson plan development, classroom management or differential development strategies.

Student has limited competence in strategies to facilitate transitions and in increasing promotions and graduation rates. The student performs equivalent to what would be expected of an entry-level school counselor.

Student demonstrates a lack of knowledge of core curriculum designs, lesson plan development, classroom management or differential development strategies.

Student lacks competence in the strategies needed to...
transitions and in increasing promotions and graduation rates.

**Program Evaluation**

<table>
<thead>
<tr>
<th>Student demonstrations of knowledge and skills related to evaluating student outcomes, including conducting needs assessments, progress monitoring, and evaluating the outcomes of counseling and counseling-related programs. The student performs well above what would be expected of an entry-level school counselor.</th>
</tr>
</thead>
<tbody>
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<tr>
<td><strong>Student demonstrates a limited knowledge and skills related to evaluating student outcomes, including conducting needs assessments, progress monitoring, and evaluating the outcomes of counseling and counseling-related programs.</strong> The student performs somewhat below what would be expected of an entry-level school counselor.</td>
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