



University of Northern Colorado Course Syllabus
APCE 608: Administration, Organization, and Evaluation of School Programs
Spring 2025, Lowry Campus
Jan. 10th – Jan. 26th

First Weekend

Jan. 10th 4pm-10pm
Jan. 11th 8am-5pm
Jan. 12th 8am-4pm

Second Weekend

Jan. 24th 4pm-10pm
Jan. 25th 8am-5pm
Jan. 26th 8am-4pm

Instructor: Jennifer Santopietro, PhD, LPC, SSP/SC Pronouns: she, her, hers
Email: jennifer.santopietro@unco.edu
Office Hours: By appointment via Zoom

COURSE CONSIDERATIONS: Attendance is mandatory and is a part of student's grade in this course. Students will not be permitted to continue or compete this course if more than one day of the course is missed for any reason (e.g. illness, family emergency, personal matters). 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. The American School Counseling Association's (ASCA) Model for School Counseling Programs provides the foundation of content.

REQUIRED TEXTS:

American School Counselor Association. (2019). ASCA National Model (4th ed.). Alexandria, VA: Author.

American School Counselor Association. (2016). The ASCA National Model Implementation Guide: Foundation, Management and Accountability. Alexandria, VA: Author.

ADDITIONAL REQUIRED READINGS:

ASCA. (2010). Ethical standards for school counselors. Available online at <http://www.schoolcounselor.org>.

ASCA. (2014). ASCA mindsets & behaviors for student success: K-12 college- and career- readiness standards for every student. Alexandria, VA: Author. Available online at <http://www.schoolcounselor.org/>

Colorado Department of Education. (2018-19). Rubric for evaluating Colorado's special service professionals: School counselors. Available on Canvas and online at: <https://www.cde.state.co.us/educatoreffectiveness/all-rubrics-quality-standards>

CDE Dropout Prevention Framework (Available on Canvas)

CDE Behavioral Health Framework (Available on Canvas)

**Additional law and current topic related readings will be assigned throughout the course at the discretion of the instructor.



KNOWLEDGE AND SKILL OUTCOMES (Objectives): Upon successful completion of this course students will demonstrate competency, skill and mastery of the following standards:

1. History and development of school counseling (CACREP SC Standard: 5.G.1.a).
2. Models of school counseling programs (CACREP SC Standard: 5.G.1.b).
3. Models of P-12 comprehensive career development (CACREP SC Standard: 5.G.1.c).
4. Models of school-based collaboration and consultation (CACREP SC Standard 5.G.1.d).
5. Assessments specific to P-12 education (CACREP SC Standard 5.G.1.e).
6. School counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP SC Standard 5.G.2.a).
7. Counselor roles in consultation with families, P-12 and postsecondary school personnel and community agencies (CACREP SC Standard 5.G.2.b).
8. School counselor roles in relation to college and career readiness (CACREP SC Standard: 5.G.2.c).
9. School counselor roles in school leadership and multidisciplinary teams (CACREP SC Standard: 5.G.2.d).
10. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP SC Standard: 5.G.2.e).
11. Competencies to advocate for school counseling roles (CACREP SC Standard: 5.G.2.f).
12. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP SC Standard: 5.G.2.g).
13. Common medications that affect learning, behavior, and mood in children and adolescents (CACREP SC Standard: 5.G.1.h).
14. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs (CACREP SC Standard 5.G.2.i).
15. Qualities of effective leadership in schools (CACREP SC Standard 5.G.2.j).
16. Community resources and referral sources (CACREP SC Standard: 5.G.2.k).
17. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling (CACREP SC Standard: 5.G.2.l).
18. Legislation and government policy relevant to school counseling (CACREP SC Standard: 5. G.2.m).
19. Legal and ethical considerations specific to school to school counseling (CACREP SC Standard 5.G.2.n).
20. Development of school counseling program mission statements and objectives (CACREP SC Standard: 5.G.3.a).
21. Design and evaluation of school counseling programs (CACREP SC Standard: 5.G.3.b).
22. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (CACREP SC Standard: 5.G.3.c).
23. Interventions to promote academic development (CACREP SC Standard 5.G.3.d).
24. Use of developmentally appropriate career counseling appropriate career counseling interventions and assessments (CACREP SC Standard: 5.G.3.e).
25. Techniques of personal/social counseling in school settings (CACREP SC Standard: 5.G.3.f).
26. Strategies to facilitate school and postsecondary transitions (CACREP SC Standard: 5.G.3.g).
27. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP SC Standard: 5.G.3.h).
28. Approaches to increase promotion and graduation rates (CACREP SC Standard: 5.G.3.i).
29. Interventions to promote college and career readiness (CACREP SC Standard: 5.G.3.j).
30. Strategies to promote equity in student achievement and college success (CACREP SC Standard: 5.G.3.k).
31. Techniques to foster collaboration and teamwork within schools (CACREP SC Standard: 5.G.3.l).
32. Strategies for implementing and coordinating peer intervention programs (CACREP SC Standard: 5.G.3.m).



33. Use of data to inform decision making (CACREP SC Standard: 5.G.3.n).

34. Use of data to advocate for programs and students (CACREP SC Standard: 5.G.3.o).

The degree to which you perceive this experience as enhancing your personal and professional growth will largely be a function of your own goals and the initiative you assume in the class.

COURSE CONTENT:

- History and theory of school counseling.
 - School counseling and program evaluation.
 - Postsecondary planning, career development, and postsecondary transitions.
 - Collaboration and consultation with teachers, school staff, administrators, parents, and caregivers.
 - Core counseling skills and mental health responsiveness in a school setting.
 - Lesson planning and effective delivery of guidance curriculum.
 - Dropout prevention and student engagement strategies for historically underserved student populations.
 - School counselors as leaders, advocates, and agents of systemic change.
- **Professional organizations that support school counselors and enhance the school counseling profession**

CONFIDENTIALITY: In addition to the University of Northern Colorado policies, this course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class or supervision is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as evidenced in the current ACA codes will be followed.

ATTENDANCE POLICIES: Attendance is paramount to the experiential learning of this material; therefore, it should be considered a priority in successful completion of the course. Missing five hours or more of class will result failure of the class and a need to retake it. Missing significant portions of time less than four hours will result in corresponding deductions from your grade. For example, missing three hours of class will result in the loss of a letter grade. A final letter grade is based on total points accumulated from each of the elements listed below, (weighted proportionally as noted) as a percentage of the total class points available:

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 60



COURSE ASSIGNMENTS:

1) **Attendance and Participation (40 points):**

Graduate students are expected to be responsible for regular and punctual class attendance. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions and in class activities. All students will be involved in classroom learning, role-plays and experiential exercises and should be prepared to participate in discussions and activities. Please note that attendance is mandatory. Participation also involves meaningful engagement with our discussions in class. Please email me if you feel that this may be a problem. Finding a way to make this class an enriching learning opportunity is our responsibility together. I ask that you come to class prepared by having read and reflected on the reading assignments.

If at any time you find it difficult to utilize our time together for your benefit, I invite you to discuss it with me so that we can improve the experience and make it worth our effort and time. Active participation is essential, and your participation grade will be evaluated in the following way:

- **Excellent (80-100%)** – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others. Thoughtful insight on the self-assessment.
- **Satisfactory (70-79%)** – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Adequate insight on the self-assessment.
- **Minimally Acceptable (50-69%)** – Passive participation: present, awake, alert, attentive, but not actively involved, minimal insight on the self-assessment.
- **Unsatisfactory (49% or less)** – Uninvolved: absent, present but not attentive, no self-assessment completed.

Self-assessment: Students will provide a self-assessment (template in Canvas) of the quality of their attendance and participation at the end of the course. The self-assessment will be taken into consideration for the final grade; however, the instructor will assign the final grade for attendance and participation. The self-assessment is due the final day of class and will be completed in-class on Canvas on the final day of class.

2) **Comprehensive School Counselor Program Framework (40 points; due Sunday January 26th)**

Students will work in pairs, small groups or independently. Students will complete a strategic school counseling plan based upon the needs of an actual school following the ASCA National Model Implementation Guide, the Colorado School Counselor Evaluation Rubric, and the CDE Behavioral Health Framework. Groups will address the essential elements of school counselor program implementation through the development of a comprehensive guide to be shared in the form of a visual presentation as though you were presenting to administration/school colleagues (program focus, data summary, student outcome goals, classroom and group mindsets and behaviors action plan, closing the gap action plan, annual calendar, and reporting results). **This assignment will be assessed through the students' ability to address and deliver all essential components based upon the ASCA Implementation Framework and the CDE Behavioral Health Framework and the ability to crosswalk the plan with the Colorado School Counselor Evaluation Rubric.** More information regarding this assignment will be provided during the first evening of class and time will be given during class to work on this assignment to collaborate with other students.



3) Assignment: Dropout prevention and student engagement case study (Individual Student Assignment; 40 points; due Friday, January 24th).

Students will create a case study of a student who is considering dropping out of school and utilize the CDE Dropout Prevention Framework (CDP Framework) presented in the first weekend of the course to address how the school counselor will assist the student in the case study to create a plan in relation to Attendance, Behavior, and Course Completion. **Students will create a case study** describing a high school (or middle school) student who attends an actual school that you can look up data and demographics on and exhibits early warning signs outlined on page 6 of the CDP Framework. **Students will then need to include the following elements to create a comprehensive plan:**

1. Creating connected relationships and engaging the student in the school culture
2. Creating a partnership with and engaging the family based upon their unique needs
3. Engaging the student in two relevant learning opportunities and at two dropout prevention interventions (there may be some overlap here depending upon what you find in your research articles—I just need to see examples of effective engagement for the student)
4. Addressing two options of pathways for graduation for this student (information on page 10 of CDP framework)
5. The final portion of the assignment will discuss how you would notice and advocate for equity in access, representation, and quality of counseling the whole child in the school (see page 15 of the CDP framework). You can discuss what you notice the school is already doing and what you would add or do differently.

Students will need to include information from 1 – 2 relevant research articles on dropout prevention or student engagement/interventions (research should be published within the last 5 years and can be specific to a marginalized population or more generalized. It is okay if you find a research article for a specific population or another country and conceptualize applying the information to your case study).

4) In-Class Graded Assignments (15 points each; all will occur during the second weekend of class).

Mental health and crisis intervention: Students will get in pairs/small groups and develop a scenario of a young person with mental health challenges that pose some type of a crisis response (CPS call, suicide assessment, self-harm, substance use leading to safety risk). Pairs will take turns being the counselor and the student in a role play. This will not be presented in front of the class, however the instructor will be moving about groups observing each role. There will be a class discussion following this exercise.

Classroom management: In-class group activity regarding classroom management and effective course delivery. Students will take turns leading a classroom guidance lesson and also being students who are given challenging behaviors to enact during the lesson. This will occur during the second weekend.

Consultation and Collaboration: In small groups/pairs, students will develop a scenario where a student is struggling academically and/or behaviorally. Groups will create a consultation plan in collaboration with necessary school stakeholders (e.g. student, teachers, parent, school administrator, or any relevant school personnel). Each group will conduct a 20-ish minute role-play to demonstrate how the student will be provided with resources and appropriate support.



Grading Standards:

- Attendance and participation 50 points
 - Comprehensive School Counselor Framework 55 points
 - Dropout prevention and student engagement case study 50 points
 - In-class graded assignments, 3 total, 15 points each 45 points
-
- Total points 200 points**

TENTATIVE OUTLINE OF COURSE SCHEDULE: *The instructor may make changes to the syllabus as the course proceeds. This is a general overview of the chapters that will be covered and assignment due dates. In addition to this schedule, the course may include videos, guest speakers, group discussions, project work time, writing experiences, role plays, etc.*

Date	Course Textbook Chapters	Course Topics	Assignments & Due Dates
1/10	Pages 5 – 39 in the ASCA National Model Implementation book	*Puzzle Introduction *Syllabus overview * The School Counseling Career * The ethical school counselor: responsibilities to students, self, others, and the profession *Determining structure of Comprehensive School Counselor Program Framework assignment	Do an intentional “look over” of the pages we will be working with this evening. We will be utilizing the book during class
1/11	Pages 40 – 133 in the ASCA National Model Implementation book.	*ASCA National Model overview *Direct and Indirect Services **Collaboration with Parents, school personnel, community *School Counselor Cultural Competence: In class reflection and engagement *Framework assignment work time	Do an intentional “look over” of the pages we will be working with this evening. We will be utilizing the book during class



1/12	Pages 134 – to the end in the ASCA National Model Implementation book.	<ul style="list-style-type: none">* Breakfast Q&A & Sharing*Dropout Prevention*Data and results*School Counselor Cultural Competence: In class reflection and engagement*Framework assignment work time	Do an intentional “look over” of the pages we will be working with this evening. We will be utilizing the book during class
1/24	In-Class Readings and Lecture	<ul style="list-style-type: none">*Effective Classroom Guidance and Managing Student Behaviors: Classroom Guidance Simulation Activity (15 points)*School Counselors as Leaders*Leadership Within the School Setting	Come ready to engage!
1/25	In-Class Readings and Lecture	<ul style="list-style-type: none">*Responsive Services: Behavioral Health Counseling (Social/Emotional)*Responsive Services: Crisis response and prevention pair role play (15 points)*School Counselor Cultural Competence: In class reflection and engagement	Come ready to engage!
1/26	In-Class Readings and Lecture	<ul style="list-style-type: none">* Breakfast Q&A & Sharing*School Counselor Advocacy: Advocacy is a Verb*School Counselor Professional Identity: Your What and Why*Framework Presentations	Come ready to engage!



ADDITIONAL INFORMATION

In-Class Lecture Presentations: Presentations used in class are for instructional purposes only and will not be released to the students for personal use.

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

Academic Integrity

Students 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 Student Conduct and Accountability. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by having your portable electronic devices on silent mode. Dr. S assumes that you will be making every effort to be as fully present in class as possible and that you will limit distractions of any kind during class. If you know that you may need to accept an emergency phone call during class please let the instructor know, and if you need to take a phone call during class, please step out of the classroom while you complete your call.

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 students' inclusion or to accurate assessments of students' achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s).

Additionally, if you have a temporary health condition or a permanent disability that requires accommodation, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations.

Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

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. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.



Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

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

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

CONFIDENTIAL CAMPUS RESOURCES

Assault Survivors Advocacy Program (ASAP) Office Located: 2nd floor of Cassidy Hall Office
Phone: 970-351-1490

Web: unco.edu/asap

Hours: M-F, 9am-5pm

24 Hour Hot Line: 970-351-4040 Email:

advocacy@unco.edu

UNC Counseling Center

Office Located: 2nd floor of Cassidy Hall Office

Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm Web:

unco.edu/counseling-center



Psychological Services Clinic

Office Located: McKee Hall Room 247 Office

Phone: 970-351-1645

Web: <https://www.unco.edu/cebs/psychological-services-clinic/>

Hours: By Appointment

Email: ppsy.clinic@unco.edu

Center for Career Readiness

Come visit us at the Center for Career Readiness to talk about resume, cover letter, interviewing, career/major exploration, job/internship search, graduate school search, and everything else career.

For more information on student *resources*, or to schedule an *appointment*, visit the website:

www.unco.edu/career/students or for student *events*, visit: www.unco.edu/career/events.

We are located:

Office: University Center 1st floor Hours:

M-F, 8am-5pm

Appointments: Virtual and In-Person

Drop-Ins: Visit our website for up-to-date information

It's never too early to talk about career!

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university operations. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. 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, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.



Additionally, there are several cultural and resource centers across the campus that are equipped and designed to serve as caring and thoughtful centers for students, staff and faculty.

You can find their information below:

Asian Pacific American Student Services (Cultural Center)

924 20th St
Greeley, CO 80639
(970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

Cesar Chavez Cultural Center & DREAMer Engagement Program (Cultural Center)

1410 20th St
Greeley, CO 80639
(970) 351-2424

ChavezCenter@unco.edu

Center for Women's and Gender Equity (Resource Center) & Stryker Institute for Leadership Development

1915 10th Ave
Greeley, CO 80639
970-351-1492

cwge@unco.edu

Center for Gender and Sexuality (Resource Center)

2215 10th Ave., Campus Box 42
Greeley, CO 80631
970-353-0191

gsrc@unco.edu

Marcus Garvey Cultural Center (Cultural Center)

928 20th St., Campus Box 41
Greeley, CO 80639
(970) 351-2351

MGCC@unco.edu

Native American Services (Cultural Center)

924 20th St
Greeley, CO 80639
(970) 351-1909

AsianPacificAmerican.StudentServices@unco.edu

Veteran's Services (Resource Center)

1815 8th Ave
Greeley, CO 80631
970-351-1403

timothy.nellett@unco.edu



ADDITIONAL INFORMATION:

Food Insecurity

Knowing that food insecurity is experienced at higher rates among college students, 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 for more information.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work. To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor. For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.