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DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: CNS **COURSE NUMBER: 720** **CREDIT HOURS: 3**

I. TITLE: Elementary School Counseling

II. COURSE DESCRIPTION: This course provides knowledge and skills to be an effective school counselor for grades P-4, focusing on skills, theory, and techniques that are developmentally appropriate for an elementary school setting. In particular, the American School Counselor's Association (ASCA) National Model of Foundations, Delivery, Management and Accountability will be stressed as well as the utilization of ASCA's Student Skills of Academic Development, Career Development, and Personal/Social Development as they pertain to the developmental level of elementary school students. Prerequisites: CNS 617

III. COURSE OBJECTIVES:

Students will experience class lectures, discussions, and skills development practice for the purpose of expanding knowledge and skills of effective counseling practices and procedures for working with children. School Counselor practices will be taught based on ASCA's National Model and ASCA's Student Competencies. In particular, P-4th grade students' academic, career, and personal/social development will be stressed as well as enhancing minority achievement and access to future education and career opportunities. Students will create a Comprehensive School Counseling Program Curriculum that is specific to student age and grade level and incorporates ASCA's core areas of student development. NCATE expectations with regard to the Kentucky Education Reform Act (KERA) Initiatives are incorporated throughout the course.

This course strives to meet the objectives as outlined in the CACREP Standards. This course also complies with the Kentucky EPSB Counselor Training Standards.

Upon completion of this course, students will have knowledge of

A. history, philosophy, and trends of school counseling in elementary school systems, including ethical and legal considerations specific to working with children (CACREP Section III SC: A1; CAEP: A1, A6),
B. roles, functions, and professional identity of the school counselor in relation to other professionals in the school, including collaboration, consultation, and leadership (CACREP Section III SC: A3; CAEP: A3),
C. advocacy, collaboration, consultation and leadership as a school counselor for the purpose of building partnerships with school stakeholders for the benefit of the academic, career and personal/social development of students (CACREP Section II: G1h; Section III SC: O2, O5; CAEP C2f, C3b, 5e),
D. school counseling program models and integration, including using evidence-based practices, of plans to enhance the development and wellness of students through

counseling strategies and curriculum design (CACREP Section II: G8e; Section III SC: A5, D3, I2, J2, K3; CAEP: A5, B3, B6, C1d, C2b, 8e),

E. using technology to manage and analyze data that will enable informed decision-making for programmatic changes, including the use of needs assessments (CACREP Section II: G8d; Section III SC: G3, H3, I3, I4, J3; CAEP: C1a, C1c, C1g, 1c, 5f, 8d),
F. relationship of the school counseling program with the mission and academic objectives of the school CACREP Section III SC: K1; CAEP: A2),
G. peer mentoring programs for prevention and intervention (CACREP Section III SC: M6, N4; CAEP C2c),
H. the diversity issues that impact student development and methods to promote equity in the schools, including identification of community barriers and opportunities (CACREP Section III SC: E1, E2; CAEP: A8), and
I. systems theories and perspective in the school system, including the role of system change agent through creating a sense of teamwork with school stakeholders (CACREP Section II: G5e; Section III SC: M1, M2, M3, M4, M5, O4; CAEP: B2, C1f, C2g, C3a, C3c, 5d).

Upon completion of this course, students will have a skills base in

A. advocating for the counseling program and students by addressing barriers that impede equitable student development (CACREP Section II: G1i; Section III SC: F2, F3; CAEP: B1),
B. presenting counseling-related programs for use with parents and teachers (CACREP Section III SC: P2; CAEP: B4),

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on the School Counseling Program Curriculum.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through the various textbook chapters which cover these topics, and additionally, in the focus of the Program Curriculum and specified reaction essays.

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:

A. Overview of ASCA National Model of School Counseling and its impact on elementary school settings.
   1. Rationale
   2. Importance
   3. Academic, Career and Personal/Social Domains
B. School Counseling and Child Development
   1. Theories
   2. Cultural values and issues
   3. Methods of research
C. Applications and Elementary School Curriculum Development

V. INSTRUCTIONAL ACTIVITIES:

A. Lecture/discussion
B. Demonstration of counseling strategies and skills development
C. Cooperative learning groups
D. Student presentations
E. Student planning, implementation, and reflection of counseling curriculum

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

The in-class experience incorporates numerous experiences that will simulate the work of school counselors.

VII. TEXT AND RESOURCES:

Barish, K. (2009). *Emotions in child psychotherapy: An integrative framework*. Oxford University Press.

American School Counselors Association (2005). *The ASCA National Model: A framework for school counseling programs, second edition*. Alexandria, VA: Author.

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements

School Counseling Program Curriculum: This is a three-part assignment designed to help you become familiar with ASCA's National Model and KSCA's State Model for school counseling in the elementary setting and to help develop your own comprehensive school counseling classroom curriculum. The purpose of this assignment is for you to create a stronger professional identity to better advocate for your role in the profession.

1. For the first part, you will complete the **Crosswalking Tool (10 points)** to identify your view for your ideal counseling program in terms of student skills. On the Matrix, mark at which grade levels you plan to Introduce (I), Develop (D) and where students should reach Competency (C) for each standard/competency. You will do this for grades K-12. (CACREP Section III, SC: J2; CAEP: A5)
2. For the second part of the curriculum, you will submit *at least two* **Needs Assessments and a Paper (70 points)** to help identify the needs of your student population. The assessments should help you become aware of barriers or inequity that may impede student success (academic, career and personal/social). You are only required to create them; there is no need to administer them to anyone. In the paper, you will
   a. describe how you plan to implement the needs assessments (CACREP Section II: G8d; CAEP: C1c)
   b. discuss how these needs assessment helps measure academic, career and personal/social development. (CACREP Section III: SC G3)
   c. explain how you will use the data (management, analysis and/or presentation of data) from your needs assessments to inform your decision making and accountability to meet program goals. (CACREP Section II: G8d; CACREP Section III: SC I4; CAEP: C1c)
   d. describe how student outcomes may improve because of your data management and analysis. (CAEP: C1a)
3. In the third part, you will develop four **Lesson Plans (100 points)** for classroom counseling activities. Your lessons should be based on effective practices found through research. Do

not base your activities on newsletters, advertisements or solely on what's popular. You will use evidence-based practices to create your lessons. (CACREP Section II: G8e)

Your lessons will demonstrate:

a. your understanding of prevention and intervention plans for atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student development. (CACREP Section III: SC D3)
b. your knowledge of school counseling program evaluation (CACREP Section III: SC I2; CAEP: B6)
c. your understanding of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. (CACREP Section III: SC K3; CAEP: B6, C2b)
d. your knowledge of the school setting and environment (CAEP: A5)
e. methods to identify student academic, career and personal/social competencies and activities to enhance student development in these areas. (CAEP: C1d)

The Lesson Plan Outline includes more detailed instructions. You can download the outline from Canvas. The lessons should be well-written and easy to read. Use APA format where applicable, i.e. citing resources.

Personal Mission Statement: (10 points) Having a mission statement for your school counseling program is important to help you keep your professional activities focused and purposeful. Having a sense of purpose for yourself in your daily life is even more important. Write a personal mission statement that provides clarity and helps define who you are and how you will live. This should be no more than three concise sentences that are free of colloquialisms and simple to read. Answer these three questions: a) What is your purpose? b) How will you meet that purpose (actions)? and c) What are your values? It is easiest to start by brainstorming. Write whatever comes to mind first. Be honest with yourself. Then refine your statements as you re-read and proof.

Discussion Board: (10 at 5 points each; 50 points total) You will respond to ten (10) questions posted on the Blackboard Discussion Board. Responses should be reflective of your own thoughts based on Tegrity session, supplemental and textbook material. Do not re-write or paraphrase the text material. Points will be given for thoughtfulness of the response. Three points will be awarded for an original comment that answers the question, one point each for two additional/follow-up comments.

Breaking Barriers Research Paper: (100 points) In this project, you will describe and demonstrate methods of advocating for your School Counseling position. You will research at least five (5) *counseling* articles that are recent (<10 years) and are from an accredited and refereed journal (no Wikipedia, magazine articles, newsletters, etc.). Remember to maintain a critical view of research in terms of diverse populations.

Your Paper (100 points) should

1. identify cultural, ethical, economic, legal and political issues that may surround diversity, equity, and excellence in terms of student learning. (CACREP Section III: SC E1)
2. identify community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students (CACREP Section III: SC E2; CAEP A8)

3. describe ways in which student development, well-being, and learning are enhanced by family-school-community collaboration (CACREP Section III: SC M1)
4. describe two strategies that promote, develop and enhance effective teamwork within the school and the larger community (CACREP Section III: SC M2; CAEP: C3a)
5. describe how you plan to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students (CACREP Section III: SC M3; CAEP B2)
6. describe how you plan to work with parents, guardians, families, and communities to empower them to act on behalf of their children (CACREP Section III: SC M5; CAEP: C3c)
7. describe the leadership strategies that you're using to enhance the learning environment of schools (CACREP Section III: SC O2)

Advocacy Presentation: The Presentation **(50 points)** should demonstrate your ability to advocate for your school counseling program.
You should present
1. how you will address institutional and social barriers that impede access, equity and success for students. (CACREP Section II: G1i)
2. how you will advocate for all students and for an effective school counseling program. (CAEP: B1)
3. how you will promote the use of school counseling and guidance activities by the total school community to enhance a positive school climate. (CAEP: B4)
4. how you will implement strategies for seeking and securing alternative funding for program expansion. (CAEP: C1f)

Your presentation is an opportunity to practice your role as leader, consultant and advocate as a professional. You will be graded on the presentation content, demonstration of professional identity and enthusiasm for the topic.

Exams: The midterm and final exams will evaluate student's knowledge of readings and class lectures. (CACREP Section II: G1a, G1b, G1h, G1i, G2a, G2f, G5b, G5f, G6d)

Class Participation: All students are expected to participate in the class activities and discussions. Where a grade is "borderline," the instructor may use his subjective evaluation of a student's in-class participation for determining the final course grade.

B. Evaluation

Personal Mission Statement	10 points
Discussion Board (10 @ 5 points each)	50 points
Barriers Research Paper	100 points
Advocacy Presentation	50 points
Midterm	60 points
Final Exam	60 points
P-4 Developmental Curriculum:	
- Crosswalk Tool	10 points
- Needs Assessment	70 points
- Lesson Plans	100 points
TOTAL	510 points

The following scale will be used:

A= 90%-100% B= 80%-89% C= 70%-79% D= 60%-69% F= below 60%

Assignment Policies:

1. **Assignments and dates are subject to change in the event of unusual circumstances. Students will be informed of changes by class announcements.**
2. **Any late assignment MAY be accepted with instructor's consent, and must be turned in <u>no later than the next scheduled class</u>. All late assignments will be assessed a 10% late penalty.**

IX. ATTENDANCE POLICY:

This course adheres to the policy published in the MSU *Graduate Bulletin*. This is partially an online course. As such, your participation and learning will be self-directed. Additionally, students are expected to be on time for class meetings. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155(voice), (270) 809-3361(TDD).

CACREP & CAEP Standards for CNS 720

CACREP Core Standards		Assessment
Professional Orientation and Ethical Practice, G1h	the role and process of the professional counselor advocating on behalf of the profession.	Midterm Exam
Professional Orientation and Ethical Practice, G1i	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Advocacy Presentation
Helping Relationships, G5e	a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;	Final Exam
Research and Evaluation, G8d	principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;	Needs Assessment & Paper
Research and Evaluation, G8e	the use of research to inform evidence-based practice	Lesson Plans
CACREP School Counseling Standards		**Assessment**
Foundations A1	Knows history, philosophy, and trends in school counseling and educational systems.	Midterm Exam
Foundations A3	Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	Midterm Exam
Foundations A5	Understands current models of school counseling programs and their integral relationship to the total educational program.	Midterm Exam
Prevention & Intervention D3	Designs and implements prevention and intervention plans related to 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.	Lesson Plans
Diversity and Advocacy E1	Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Barriers Research Paper
Diversity and Advocacy E2	Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.	Barriers Research Paper
Diversity and Advocacy F2	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	Advocacy Presentation
Diversity and Advocacy F3	Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	Advocacy Presentation
Assessment G3	Identifies various forms of needs assessments for academic, career, and personal/social development.	Needs Assessment & Paper
Assessment H3	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs	Needs Assessment & Paper
Research and Evaluation I2	Knows models of program evaluation for school counseling programs.	Lesson Plans
Research and	Knows basic strategies for evaluating counseling outcomes in	Final Exam

Evaluation I3	school counseling.	
Research and Evaluation I4	Knows current methods of using data to inform decision making and accountability	Needs Assessment & Paper
Research and Evaluation J2	Develops measureable outcomes for school counseling programs, activities, interventions, and experiences.	Crosswalking Tool
Research and Evaluation J3	Analyzes and uses data to enhance school counseling programs.	Needs Assessment & Paper
Academic Development K1	Understands the relationship of the school counseling program to the academic mission of the school.	Midterm Exam
Academic Development K3	Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling, and guidance-related material.	Lesson Plans
Collaboration & Consultation M1	Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	Barriers Research Paper
Collaboration & Consultation M2	Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	Barriers Research Paper
Collaboration & Consultation M3	Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	Barriers Research Paper
Collaboration & Consultation M4	Understands systems theories, models and processes of consultation in school system settings.	Final Exam
Collaboration & Consultation M5	Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	Barriers Research Paper
Collaboration & Consultation M6	Understands the various peer programming interventions and how to coordinate them.	Final Exam
Skills and Practices N4	Uses peer helping strategies in the school counseling program.	Final Exam
Leadership O2	Knows strategies of leadership designed to enhance the learning environment of schools.	Barriers Research Paper
Leadership O4	Understands the important role of the school counselor as a system change agent.	Final Exam
Leadership O5	Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	Midterm Exam
Leadership P1	Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	CSCP Curriculum
Leadership P2	Plans and presents school-counseling-related educational programs for use with parents and teachers.	Advocacy Presentation
CAEP State Standards		**Assessment**
Foundations A1	history, philosophy, and current trends in school counseling and educational systems	Midterm Exam
Foundations A2	relationship of the school counseling program to the academic and student services program in the school	Midterm Exam
Foundations A3	role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;	Midterm Exam
Foundations A5	knowledge of the school setting, environment, and pre-K-12 curriculum;	Lesson Plans & Crosswalking

		Tool
Foundations A6	Current issues, policies, laws and legislation relevant to school counseling	Midterm Exam
Foundations A8	Knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impeded student academic, career, and persona/social success and overall development	Barriers Research Paper
Contextual Dimensions B1	advocacy for all students and for effective school counseling programs;	Advocacy Presentation
Contextual Dimensions B2	coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;	Barriers Research Paper
Contextual Dimensions B3	integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.	Final Exam
Contextual Dimensions B4	promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;	Advocacy Presentation
Contextual Dimensions B6	methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs	Lesson Plans
Program Development, Implementation and Evaluation C1a	use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student outcomes;	Needs Assessment & Paper
Program Development, Implementation and Evaluation C1c	implementation and evaluation of specific strategies that meet program goals and objectives;	Needs Assessment & Paper
Program Development, Implementation and Evaluation C1d	identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;	Lesson Plans
Program Development, Implementation and Evaluation C1f	strategies for seeking and securing alternative funding for program expansion;	Barriers Research Paper
Program Development, Implementation and Evaluation C1g	use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.	Final Exam
Counseling and Guidance C2b	individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career, and personal/social development;	Lesson Plans
Counseling and Guidance C2c	approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;	Final Exam

Counseling and Guidance C2f	constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success;	Final Exam
Counseling and Guidance C2g	systems theories and relationship among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system;	Final Exam
Consultation C3a	strategies to promote, develop, and enhance effective teamwork within the school and larger community;	Barriers Research Paper
Consultation C3b	theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;	Midterm Exam
Consultation C3c	strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children;	Barriers Research Paper
Professional Identity 1c	technological competence and computer literacy;	Final Exam
Helping Relationships 5d	a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;	Final Exam
Helping Relationships 5e	a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;	Final Exam
Helping Relationships 5f	integration of technological strategies and applications within counseling and consultation processes;	Final Exam
Research and Evaluation 8d	principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;	Needs Assessment & Paper
Research and Evaluation 8e	use of research to improve counseling effectiveness;	Lesson Plans

Course Schedule and Assignments

Course: CNS 720: Elementary School Counseling
Instructor: Susana Contreras Bloomdahl, Ph.D., NCC
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Office: 3246 Alexander Hall, MSU
Office Hrs: MW 1:00-4:00 pm, TR 9:00-11:00 am., or by appointment.

Date	Topic & CACREP Standards	Assignment/Activity
Jan 14-18	Introduction & course overview - History of school counseling, including professional organizations - School counseling roles, functions and relationship to other school professionals, including leadership, collaboration & advocacy - Self-care strategies & burn-out Chapter 1: Emotions and Emotional Development *(Section II: G1a, G1b, G1d; Section III: SC- A3, A5, O5, K1, M2, M3, M5, O5)*	
Jan 21-25	- Ethics of School Counseling, including case studies - Using needs assessments Chapter 2: Optimal and Pathological Development *(Section II: G1j, G8f; Section III: SC- A2, B1, G3)*	Discussion Board #1 (5 pts) & Crosswalking Tool (10 pts)
Jan 28 – Feb 1	- Recognizing the signs and symptoms of substances and substance abuse - The impact of poverty on motivation and learning in children Chapter 3: Theories of Pathological Development *(Section II: G3f, G3g; Section III: SC- E1, E4, F1, G2)*	Mission Statement (10 pts)
Feb 4 – 8	- Crisis assessment, intervention & prevention Chapter 4: Psychopathology in Childhood *(Section II: G1c, G3c, G5g; Section III: SC- M7)*	Discussion Board #2 (5 pts)
Feb 11-15	- Promoting wellness & prevention in the schools Chapter 5: The Therapeutic Process *(Section II: G5a, G2e, G3h; Section III: SC- A6, C1, D3)*	Discussion Board #3 (5 pts)
Feb 18-22	Chapter 6: Therapeutic Engagement Chapter 7: Empathy	Discussion Board #4 (5 pts)
Feb 25 – Mar 1	**Midterm Exam** (Chapters 1-7) will be available online February 25 – March 1 **(60 pts)**	Needs Assessment (70 pts)
Mar 4-8	Chapter 8: The Problem of Resistance	Discussion Board #5 (5 pts)
Mar 11-15	- Developing a School Counseling Program Mission Statement & Objectives Chapter 9: Child Psychotherapy as a Socializing Process I – Moral Development *(Section III: SC- J2, K1, O3)*	Discussion Board #6 (5 pts)
Mar 18-22	**Spring Break**	
Mar 25-29	Chapter 10: Child Psychotherapy as a Socializing Process II – Winning and Losing	Lesson Plans (100 pts)
Apr 1-5	- Understanding the school from a system's perspective - Consultation in the schools - Using evaluation & data to improve the school program *(Section II: G5f; Section III: SC- I2, I4, I5, J3, M4, O3)*	Discussion Board #7 (5 pts)

Apr 8-12	Chapter 11: Implications for Work with Parents I – Promoting Emotional Health and Resilience	
Apr 15-19	- Creating & using groups to meet student needs - Peer mentoring models & implementation *(Section II: G6a, G6d; Section III: SC- C1, C5, M6, N4, O5)*	Discussion Board #8 (5 pts) & Research Paper
Apr 22-26	Chapter 12: Implications for Work with Parents II – Helping Parents with Common Problems of Daily Living - Getting funded	Discussion Board #9 (5 pts)
Apr 29 - May 3	**Advocacy Presentations (150 pts total w/ paper)**	Discussion Board #10 (5 pts)
May 6 - 10	**Finals Week -** The exam will be available (Chapters 8-12) online April 29 – May 8 **(60 pts)**	

RUBRICS:

Personal Mission Statement 10 points

Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Personal Purpose	Clear identification of personal purpose. = 3	Minor understanding of personal purpose. = 2	Does not give personal purpose. = 1	
Actions	Appropriately identifies behavior related to the purpose. = 3	Partially identifies behavior. = 2	Fails to address behavior that will achieve purpose. = 1	
Values	Clear values related to the purpose. = 3	Adequate values related to the purpose. = 2	Does not identify values or values do not relate to purpose. = 1	
Professional Writing	Student demonstrates appropriate level of writing, including appropriate sentence & paragraph structure. = 1	Student demonstrates adequate level of writing. = .5	Confused writing; Inappropriate sentence structure. = 0	
Total Points Possible = 10				**/10**

Discussion Board (10 @ 5 points each) 50 points

Standards	Exceeds Standard	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Response	Clear response to question. = 3	Adequate response to question. = 2	Attempted response to question. = 1	Does not respond to question. = 0	
Comment 1	Appropriate comment on another post = 1		Fails to comment on another post or inappropriate comment = 0		
Comment 2	Appropriate follow-up comment or comment on another post = 1		Fails to comment on another post, follow-up or inappropriate comment = 0		
	Total Points Possible = 5				**/5**

Breaking Barriers Research Paper 100 points

CACREP & CAEP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
CACREP Section III: SC E1	Sophisticated description of the cultural, ethical, economic, legal and	Adequate description of the cultural, ethical, economic, legal and	Minimal description of issues surrounding diversity, equity and	Does not describe or unclear description of issues that affect student	

	political issues surrounding diversity, equity and excellence in terms of student learning	political issues surrounding diversity, equity and excellence in terms of student learning	excellence in terms of student learning	learning	
CACREP Section III: SC E2; CAEP: A8	Superior understanding of community, environmental, and institutional opportunities that enhance as well as barriers that impede student development	Proper understanding of community, environmental, and institutional opportunities that enhance as well as barriers that impede student development	Vague understanding of opportunities or barriers that impact student development	Lacks information about student opportunities and barriers	
CACREP Section III: SC M1	Articulate description of the impacts of family-school-community collaboration on student development and well-being	Satisfactory description of the impacts of family-school-community collaboration on student development and well-being	Describes the impacts of collaboration on student development to a minimal level	Inappropriate description of collaboration; Does not identify the impact on student development	
CACREP Section III: SC M2; CAEP: C3a	Intuitive description to promote, develop and enhance effective teamwork within the school and community	Reasonable method to promote, develop and enhance effective teamwork within the school and community	Less than adequate method to enhance effective teamwork	Improper methods to enhance teamwork	
CACREP Section III: SC M3; CAEP B2	Superior knowledge of how to build effective working teams with teachers, parents, guardians, families, and communities to promote student development and achievement	Adequate knowledge of building effective teams with teachers, parents, guardians, families, and communities to promote student development and achievement	Vague knowledge of building effective teams to promote student development and achievement	Confused knowledge of building effective teams; Does not focus on student development	
CACREP Section III: SC M5; CAEP: C3c	Accurately applies strategies for empowering parents, guardians, families and communities to act on behalf of their children	Properly applies strategies for empowering parents, guardians, families and communities to act on behalf of their children	Minimally applies strategies for empowering stakeholders for student development	Incomplete or inadequate description of strategies for empowering stakeholders; Does not focus on student development	
CACREP Section III: SC O2	Clear description of leadership strategies to enhance the learning environment	Description of essential leadership strategies to enhance the learning environment	Limited description of leadership strategies	Unclear description of leadership strategies; Does not focus on the learning environment	
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, cover page, running head, appropriate citations, appropriate sentence & paragraph structure, and reference page.	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Level of writing mostly does not adhere to APA format with inappropriate margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page.	
Total Points Possible: 100					**/100**

Advocacy Presentation 50 points

CACREP & CAEP	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score

Standards					
CACREP Section II: G1i	Excellently addresses the advocacy process needed to address institutional and social barriers that impede access, equity, and success for clients.	Appropriately addresses the advocacy process needed to address institutional and social barriers that impede access, equity, and success for clients.	Minimally addresses the advocacy process needed to address institutional and social barriers	Confused or incomplete methods to address institutional and social barriers	
CAEP: B1	Sophisticated approach to advocacy for all students and for an effective school counseling program	Proper approach to advocacy for all students and for an effective school counseling program	Vague approach to advocacy for students and for a school counseling program	Limited approach to advocacy; Unclear connection to counseling program	
CAEP: B4	Significant promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate	Adequate promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate	Limited promotion of the use of counseling and guidance activities and programs by the total school community	Improper use of counseling and guidance activities and programs; Poor methods of advocacy; Unclear connection to enhance the positive school climate	
CAEP: C1f	Logical strategies for seeking and securing alternative funding for program expansion	Reasonable strategies for seeking and securing alternative funding for program expansion	Superficial methods for seeking funding; Limited connection to expand the school counseling program	Inadequate method for funding; unclear connection to expand school counseling program	
Professional Presentation	Student eloquently articulates a thorough understanding of the counselor role & program; Applies his/ her research in a thorough & convincing manner; Presents self in a mature & striking professional manner.	Student speaks and presents self in a professional manner; Clearly applies research in an organized and professional manner; Based on his/her research topic, the student clearly verbalizes the counselor role.	Student appears overly nervous and/or lacks confidence; Presentation is somewhat disorganized or unclear at times; Student's view of the counselor role & program are not clearly connected to the research; Research application is not defined or described; Student read directly from notes/ PowerPoints (if applicable); PPts are too busy/disorganized.	Student is not prepared. Does not present self or material in a professional manner. Presentation is disorganized and/or contains inaccurate information. Student fails to address large portions of required information.	
Total Points Possible: 50					**/50**

P-4 Developmental Curriculum:
- Crosswalk Tool 10 points

CACREP & CAEP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
CAEP A5	Demonstrates appropriate knowledge of a developmental pre-K-12 curriculum = 8	Somewhat proper knowledge of a developmental pre-K-12 curriculum; 1 or 2 areas do not make developmentally appropriate sense = 6	Vague understanding of a developmental pre-K-12 curriculum; 3 to 5 areas do not make developmentally appropriate sense = 4	Unsatisfactory or unclear understanding of a pre-K-12 curriculum; 6 or more areas do not make developmentally appropriate sense = 2	
Completion	All areas are filled out = 2		A few areas are missing. 0		
Total Points Possible = 10					**/10**

- Needs Assessment and Paper 70 points

CACREP & CAEP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
CACREP Section II: G8d; CAEP: C1c	Offers sophisticated description of the implementation/ application of the needs assessments	Offers satisfactory description of the implementation/ application of the needs assessments	Vaguely identifies a method to implement/ apply the needs assessments	Unclear or improper method to implement the needs assessments	
CACREP Section III: SC G3	Accurately identifies two needs assessments to be used to measure academic, career and personal/social development	Satisfactorily identifies two needs assessments to be used to measure academic, career and personal/social development	Identifies at least one needs assessment to be used to measure academic, career and personal/social development	Does not identify a needs assessment; Identified needs assessment does not measure academic, career and/or personal/social development	
CACREP Section II: G8d; CACREP Section III: SC I4; CAEP C1c	Appropriate description of using data to inform decision making and demonstrate professional accountability; Significantly describes ways to use the data to meet program goals	Describes using the data to inform decision making and accountability; Properly describes ways to use the data to meet program goals	Vague understanding of using the data to inform decision making and accountability; Superficially mentions using the data to meet program goals	Does not describe a method of using the data; Does not or unclear understanding of accountability; Does not or unclear method of meeting program goals	
CAEP C1a	Appropriate explanation of using the data to improve student outcomes	Proper explanation of using the data to improve student outcomes	Minimal understanding of using the data to improve student outcomes	Does not describe a method of using the data; Does not or unclear understanding of improving student outcomes	
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, cover page, running head, appropriate citations, appropriate sentence & paragraph structure, and reference page.	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Level of writing mostly does not adhere to APA format with inappropriate margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page.	
Total Points Possible = 70					**/70**

- Lesson Plans 100 points

CACREP & CAEP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
CACREP Section II: G8e	Sophisticated use of research to inform lesson planning	Appropriate use of research to inform lesson planning	Minimal use of research to inform lesson planning	No identification of research; Unclear use of research for lesson planning	
CACREP Section III: SC D3	Refined design of prevention and intervention plans related to student learning and development, includes	Adequate design of prevention and intervention plans related to student learning and development, includes	Minimal design of prevention and intervention plans related to student learning and development, includes	Unclear design of prevention and intervention plans; Vaguely relates to student learning and development	

	atypical growth, wellness, language, ability level, multicultural issues, and/or resiliency	atypical growth, wellness, language, ability level, multicultural issues, and/or resiliency	some aspects of development		
CACREP Section III: I2; CAEP: B6	Demonstrates superior knowledge of program monitoring and evaluation	Demonstrates adequate knowledge of program monitoring and evaluation	Vague understanding of program monitoring, evaluation and data usage	Does not or unclear understanding of program evaluation methods	
CACREP Section III: K3	Complete demonstration of curriculum design, lesson plan development, classroom management strategies, and differential instructional strategies for guidance-related material	Reasonable demonstration of curriculum design, lesson plan development, classroom management strategies, and differential instructional strategies for guidance-related material	Incomplete understanding of curriculum design and assessment; Missing components of counseling curriculum development	Unclear or improper curriculum design and evaluation	
CAEP A5	Superior understanding of the school setting and environment to use as resources	Adequate understanding of the school setting and environment to use as resources	Minimum understanding of the school setting; Superficial use of resources	Does not include resources into a lesson; Confused understanding of school environment/setting	
CAEP B6	Articulates essential understanding of planning, developing, and implementing a comprehensive developmental counseling programs	Satisfactory understanding of planning, developing, and implementing a comprehensive developmental counseling programs	Minimal understanding of planning, developing, and implementing a CSCP	Confused understanding of planning, developing, and implementing a CSCP.	
CAEP C1d	Appropriately implements method to identify student academic, career, and personal/social competencies; properly implements activities to assist students to achieve these competencies	Adequate method to identify student academic, career, and personal/social competencies; Satisfactory activities to assist students to achieve these competencies	Vague methods to measure student competencies; Limited description of activities to assist student development	Does not or minimal description of activities for student development; Confused or no method to measure student competency.	
CAEP C2b	Systematically designs guidance approaches to assist students with academic, career and personal/social development	Lessons design reflects a systematic effort to assist students with academic, career and personal/social development	Lessons vaguely reflect a systematic approach for student development; There is a minimal connection to the ASCA standards	Lessons do not reflect the role of the school counselor; Lessons seem to be put together without judgment	
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, cover page, running head, appropriate citations, appropriate sentence & paragraph structure, and reference page; Accurately follows provided Outline	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page; Follows provided Outline	Level of writing mostly does not adhere to APA format with inappropriate margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page; Vaguely follows provided Outline	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page; Does not follow provided outline	
Total Points Possible: 100					**/100**