# Course Description

This course will focus on the foundation, management, delivery, and accountability of comprehensive school counseling programs. Students will learn the components of the American School Counselor National Model: A Framework for School Counseling Programs. They will also explore the essential competencies, services, tools, and strategies that promote achievement, equity, and access for all students. Students will develop an understanding of the importance of school counselor leadership in promoting and providing comprehensive school counseling programming. **Prerequisites: CNS 504 and CNS 505.**

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PLO2:** Exhibit a strong consistent counseling disposition. (ULO1, 3, 4, 5)
* **PLO3:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student concentration area. (ULO1, 2, 3, 4, 5)
* **PLO4:** Demonstrate a multicultural sensitivity, knowledge and competency. (ULO1, 3, 5)
* **PLO5:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice. (ULO2, 3, 4)
* **PLO6:** Use evidence-based intervention and assessment techniques. (ULO2,4)
* **PLO7:** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PLO8:** Engage in life-long learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Explain the evolution of comprehensive school counseling programs.
* **CLO2:** Identify the program focus, student competencies, and professional competencies that are the foundation for comprehensive school counseling programs.
* **CLO3:** Apply the management skills and tools necessary for developing, implementing, and evaluating school counseling programs.
* **CLO4:** Analyze accountability strategies required to provide measurable, data-driven evaluation of school counseling program effectiveness.
* **CLO5:** Synthesize knowledge of essential services and strategies to plan for school counseling programming that promotes student achievement, equity, and access for all students.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

American School Counselor Association. (2012). *ASCA national model: A framework for school counseling programs* (3rd ed.). New York City, NY: Author.

Gysbers, N., & Henderson, P. (2012). *Developing and managing your school guidance and counseling programs*. Alexandria, VA: American Counseling Association.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Comprehensive School Counseling Programming | 20 |  |
| Historical Foundation of School Counseling Paper | 75 |  |
| Team Project: School Data Profile | 50 |  |
| **Week 2** |  |  |
| Discussion: Successful Program Outcomes | 20 |  |
| Discussion: SMART Goals | 20 |  |
| Team Project: Mission, Vision, and Goals | 50 |  |
| **Week 3** |  |  |
| Discussion: ASCA Ethical Standards | 20 |  |
| School Counselor Interview Presentation | 60 |  |
| Team Project: Career Development Lesson | 50 |  |
| **Week 4** |  |  |
| Discussion: Time Assessment Data | 20 |  |
| Comprehensive Program Components Presentation | 75 |  |
| Team Project: Action Plan | 50 |  |
| Discussion: Lesson Plan Draft | 20 |  |
| **Week 5** |  |  |
| Discussion: Direct and Indirect Services | 20 |  |
| Lesson Plan Final Draft | 75 |  |
| Social and Emotional Learning Programs Paper | 75 |  |
| Team Project: Prevention/Intervention Plan Flyer | 50 |  |
| **Week 6** |  |  |
| Discussion: RAMP Designation | 20 |  |
| Making Data Work Worksheet | 40 |  |
| Team Project: Going for RAMP | 50 |  |
| **Week 7** |  |  |
| Discussion: Advocating for Students | 20 |  |
| Discussion: School Counseling Leadership | 20 |  |
| Team Project: Web Page | 100 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| --- | --- | --- | --- |
| **Week One: Theoretical Foundations of Comprehensive School Counseling Programs** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Summarize the historical foundations of school counseling programs. | | CLO1 | |
| * 1. Explain how legislation has affected school counseling programming. | | CLO1 | |
| * 1. Explain the importance of providing comprehensive school counseling programming. | | CLO1 | |
| * 1. Explain why the ASCA National Model was developed. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Icebreaker Activity**  **Welcome** to the first week of the course!  **Review** these helpful tutorials if you are unfamiliar with [Padlet](http://padlet.com/):   * [*Padlet tutorial*](https://vimeo.com/78189277) * [*Padlet Tutorial*](https://vimeo.com/71431014)   **Create** a wall on Padlet to introduce yourself to your classmates. Includeimages that represent your educational background, your interests and hobbies, what interests you most about counseling, and your professional goals. Include a short description with each photo.  **Post** a link to your Padlet wall to the Icebreaker Activitydiscussion forum by Thursday.  **Post** feedback on your classmates’ Padlet walls by Sunday. | | NA | Introductions = **0.5 hour** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | NA | NA |
| **Collaboration and Reflection Forum**  This course includes a Collaboration and Reflection forum, located in the menu on the left of your course page. This is your place to discuss concepts, assignments, and ideas. Via this forum, you have the opportunity to learn from your classmates, share resources, get feedback on your work, help others, and express your point of view. How you use this forum is up to you, but keep in mind the following:   * You are free to submit any idea, resource, or assignment, as long as it’s relevant and productive. Don’t be shy; it’s your chance to get involved! If you want feedback before submitting an assignment or just want to brainstorm ideas, feel free to ask your classmates for help.      * This forum is not graded, but your instructor will be moderating, checking in regularly, answering questions, and responding to the conversation. | | Course | NA |
| **Videos**  **Watch** the following videos:   * [Comprehensive School Counseling](https://www.youtube.com/watch?v=F38vcHf5Xfc) * [Rita F. Pierson: Every kid needs a champion](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion)   Feel free to share your thoughts and questions in the Collaboration and Reflection forum. Consider the following questions:   * Why do you think it is important to help students foster human connections? * As a school counselor, how could you work with teachers proactively as a part of comprehensive school counseling programming to help them connect with students? | | 1.1, 1.2, 1.3, 1.4 | Content Review and Discussion = **0.5 hour** |
| **Team Project Preparation**  This course includes an ongoing team project in which you develop a comprehensive school counseling program for a Pennsylvania-area school. Each week, your team will deliver a component of this program, and in Week Seven you will create a web page showcasing your program. Each of these assignments are graded collectively  You are expected to participate in an ongoing discussion with your team to process ideas and accomplish the weekly team project assignments. This discussion should occur within the Group Discussion Board on your Learning Team Page. A link to your Learning Team Page is located in the left- hand column in Blackboard.  **What’s next?**   * Review the weekly Team Project assignment instructions, and prepare to discuss them with your team. * Complete the Team Project: School Data Profile assignment by 11:59 p.m. (EST) on Sunday. | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | 1.1, 1.2, 1.3, 1.4 | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Comprehensive School Counseling Programming**  **Read** the following scenario:  You are a counselor assigned to a small public middle school of 300 students. You are the only counselor.  The school has one principal who splits her time between the elementary school and the middle school. When teachers experience a student concern at the middle school and the principal is not on site, it is common for them to contact you for support.  When you are called to respond to the teacher concern, you are often fully engaged in comprehensive counseling activities, such as teaching a guidance lesson, providing small group counseling, and consulting with specialists. Most often when you arrive to the classroom to support the teacher, you find it is not an emergency situation. Typically, a student is not responding to the teacher’s request.  There are two teachers in the school who request your help on a regular basis. Although you have expressed concern to your principal about this situation, your principal has not provided advice or support to change the situation. You also know the same thing is happening to the school counselor at the elementary school. You are feeling frustrated by not being able to provide the comprehensive services you know are important for all students without being interrupted.  You understand that administrative backup is a part of your responsibilities, and you also understand the need to support teachers. At the same time, you want to provide comprehensive services.  **Respond** to the following questions in the Comprehensive School Counseling Programming discussion forum by Thursday:   * Why should schools provide comprehensive school counseling programming? * If you were this school counselor, what are some strategies you could use to minimize the disruptions that prevent you from providing comprehensive counseling services? Why do you think these strategies would be appropriate?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Historical Foundation of School Counseling Paper**  **Write** a 500- to 700-word APA format paper that summarizes the historical foundations of school counseling programs. Your paper should address the following:   * Key legislation that has promoted school counseling in schools * The theory behind comprehensive school counseling programs * Why the ASCA National Model was developed   **Submit** this assignment by 11:59 p.m. (EST) on Sunday of Week One.  Feel free to share your thoughts, questions, and ideas about this assignment in the Collaboration and Reflection forum. | | 1.1, 1.2, 1.3, 1.4 | Content Review and Discussion = **1 hour**  Review Instructor’s Feedback = **0.5 hour** |
| **Team Project: School Data Profile**  **Select** a Pennsylvania-area school of interest to your team. You will use this school for the team project assignments in each week of this course. You may use information located on the PDE or school’s website, school report card, and/or educational websites to help make the selection.  **Complete** the School Data Profileform for your selected school. The school profile will serve as the foundation for this team project.  **Submit** the completed profile by 11:59 p.m. (EST) on Sunday of Week One. | | COURSE | Team Collaboration = **1 hour**  Review Instructor’s Feedback = **0.5 hour** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Team Project: School Data Profile**: Remember to assign students to Groups by the beginning of Week 1. Group settings can be accessed via the *Learning Team Page* icon in the left-hand column.

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| Week Two: Building The Foundation for Comprehensive School Programs | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the importance of providing comprehensive guidance and counseling activities for all students. | | CLO2 | |
| * 1. Develop clear, concise, and specific program-focused vision and mission statements. | | CLO2, CLO5 | |
| * 1. Develop measurable and specific program goals. | | CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Review** the following resources:   * *ASCA National Model*   + Ch. 2, “Foundations,” pp. 21-32 only * *Developing and Managing Your School Guidance and Counseling Programs*   + Ch. 3, “A Comprehensive Guidance and Counseling Programs: Theoretical Foundations and Organizational Structure”   + Ch. 5, “Designing Your Comprehensive Guidance and Counseling program” * [What Does a School Counselor Do?](http://www.schooltube.com/video/1cf0dca9c9d9ab2b6a95/What%20Does%20a%20School%20Counselor%20Do) * [Webinar: Packaging Your School Counseling Program](https://www.youtube.com/watch?v=v720wm0A2DY)   **Review** these additional resources on creating SMART goals:   * [Grit Curriculum Lesson: Setting S.M.A.R.T. Goals](https://www.youtube.com/watch?v=R9xMTGjsZPo) * [SMART Goals in Education](https://www.youtube.com/watch?v=aOnN1iVGMO4) * [School Counselor Goal Writing Process](https://www.youtube.com/watch?v=yhNHV-4HA4U) * [SMART Results-Oriented School Counseling Program Goals](http://elementarycounseling.blogspot.com/2012/01/smart-results-oriented-school.html)   Feel free to share your thoughts and questions in the Collaboration and Reflection forum. Consider the following questions:   * What are some school counseling practices that help all students achieve high standards? * How are the practices helpful? | | 2.1, 2.2, 2.3 | Content Review and Discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Successful Program Outcomes**  **Respond** to the following question in the Successful Program Outcomes discussion forum by Thursday:   * Based on your understanding of Ch. 3 of *Developing and Managing Your School Guidance and Counseling Programs*, why do you think the imperatives identified in the textbook are important for ensuring the successful outcomes of school counseling programs? Provide your rationale.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: SMART Goals**  **Create** a realistic academic behavior or attendance-oriented SMART goal that you could implement as counselor within a school setting. This SMART goal could be for a schoolwide school counseling program, a group counseling goal, a student-specific goal, or a grade level-specific goal. You may use the school your learning team has selected for its project or your current employer if you are currently employed at a school. Consider using the ASCA National Model School Counseling Program SMART Goals Worksheet to help guide you create your SMART goal.  **Post** your goal in the SMART Goals discussion forum by Thursday.  **Review** at least two of your classmates’ SMART goals, and respond to their posts, considering the following question:   * Is this goal representative of the five characteristics of SMART goals? Explain. * What changes, if any, would you make to this SMART goal? Rephrase the SMART goal, and explain why you would make the specific changes to this goal.   Your responses to your classmates are due by 11:59 p.m. (EST) on Sunday. | | 2.2, 2.3 | Case Study: Analysis and posting = **1 hour** |
| **Team Project: Mission, Vision, and Goals**  **Review** your school’s information from the School Data Profile assignment your team completed in Week One.  **Review** Figure 3.2 in Ch. 3 of *Developing and Managing Your School Guidance and Counseling Programs*.  **Complete** the Mission, Vision, and Goals Worksheet for your selected school.  **Submit** the completed worksheet by 11:59 p.m. (EST) on Sunday. | | COURSE | Team Collaboration = **1 hour**  Review Instructor’s Feedback = **0.5 hour** |
| **Total** |  |  | **4.5** |

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| Week Three: Student and Professional Competencies | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how the ASCA School Counselor Competencies influence the field of counseling. | | CLO2 | |
| * 1. Explain the importance of ASCA Ethical Standards to the counseling profession. | | CLO2 | |
| * 1. Identify typical school counselor responsibilities. | | CLO2 | |
| * 1. Create program activities that adhere to ASCA National Standards for Students. | | CLO2; CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Review** the following resources:   * *ASCA National Model*    + “Appendix H: School Counselor Competencies” * *Developing and Managing Your School Guidance and Counseling Programs*   + Ch. 9, “Ensuring School Counselor Competency”   + “Appendix H: Multicultural Counseling Competencies” * [Role of the School Counselor](http://www.schoolcounselor.org/administrators/role-of-the-school-counselor): Review the “Why elementary school counselors?”, “Why high school counselors?”, and “Why middle school counselors?” sections. * *ASCA Ethical Standards for School Counselors*   **Review** the following additional resources for creating Lesson Plans:   * [How to Make a Lesson Plan](http://m.wikihow.com/Make-a-Lesson-Plan) * [Teacher Guide: Writing Lesson Plans](http://writing.colostate.edu/guides/teaching/lesson_plans/) * [New Teacher Survival Guide: Planning](https://www.teachingchannel.org/videos/coaching-planning-lesson-planning) * [How to Write Lesson Plan Step #1: Objectives and Goals](http://k6educators.about.com/video/How-to-Write-Lesson-Plan-Step--1--Objectives-and-Goals.htm) * GMercyU – ASCA Lesson Plan 2016   Feel free to share your thoughts and questions in the Collaboration and Reflection forum. | | 3.1, 3.2, 3.3, 3.4 | Content Review and Discussion = **1 hour** |
| **Presentation Tips**  This week and a number of the following weeks include presentation assignments. You may use a presentation tool of your choice (for example, PowerPoint, [Prezi](http://www.prezi.com), or [Haiku Deck](https://www.haikudeck.com)) for these presentations. The following resources may be helpful in creating your presentations:   * Using PowerPoint   + [PowerPoint® Animation](https://vimeo.com/73961028)   + [PowerPoint® Export to MP4](https://vimeo.com/73978932) * Recording audio   + [Recording Audio – iPad and Garageband](https://vimeo.com/63681057)   + [Recording Audio with Audacity](https://vimeo.com/63681057) * [Prezi.com/support](https://prezi.com/support/) * [New to Haiku Deck? Start Here!](https://haikudeck.zendesk.com/hc/en-us/articles/202304246-New-to-Haiku-Deck-Start-here-) | | NA |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: ASCA Ethical Standards**  **Select** one of the following scenarios:  **Scenario A:**A child is cutting himself regularly. The school counselor has spoken with his parents for several weeks and has explained the severity of this child’s problem. The child desperately needs help from a mental health professional. The parents refuse to take him for treatment and say they just want him to continue seeing the school counselor.  **Scenario B:**The school counselor has been asked by the principal to assist with a classroom lesson. Having agreed to assist, the counselor, principal, and teacher are concurrently in a classroom teaching a reading lesson to 30 students. Another teacher (employed in the same building) arrives outside the aforementioned classroom door. The principal and counselor go to the door in order to visit privately with the apparently distressed teacher. The teacher states, “The nurse says a student is in her office. She says he is very distraught and wants to kill herself. The nurse says she needs the school counselor to talk to this student right away.” The principal responds, “The counselor is busy right now. We will be done here in an hour.”  **Scenario C:**A few teachers approach the school counselor and say, “We would really benefit from learning some stress management techniques. Will you do it for us since you are a counselor?” The school counselor and this particular group of teachers work collaboratively within the same school.  **Respond** to the following questions about your selected scenario in the ASCA Ethical Standards discussion forum by Thursday:   * Why are the ASCA Ethical Standards important to the counseling profession? * Which ASCA Ethical Standards are relevant in this case? Cite the standard, and briefly explain. * As a school counselor, how would you handle the situation?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday.  Case studies adapted from Froeschle, J., & Crews, C. (2010). An ethics challenge for school counselors. *Journal of School Counseling*, V8. | | 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **School Counselor Interview Presentation**  **Interview** a school counselor who works at the grade level of interest to you.  **Discuss** the following in your interview:   * The counselor’s primary roles and responsibilities * How the ASCA School Counselor Competencies influence the role and responsibilities of counselors * What a typical day entails * How this person handles emergency crisis situations as they arise while still meeting his or her daily responsibilities * What the counselor sees as the essential skills for a school counselor   **Create** presentation on the information you learned from your interview. You may use a presentation tool of your choice (for example, PowerPoint, [Prezi](http://www.prezi.com), or [Haiku Deck](https://www.haikudeck.com)). Your presentation should address the following:   * Summarize the information you learned from the interview. * Describe how the experience matched your perceptions and course readings about the roles and responsibilities of the school counselor. * Include any questions you have about school counseling as a result of your work with the school counselor.   **Post** your presentation to the School Counselor Interview Presentation discussion forum by 11:59 p.m. (EST) on Friday.  **Provide** constructive feedback to 3 of your classmates’ posts by 11:59 p.m. (EST) on Sunday. | | 3.1, 3.3 | Presentation: Interview, share, and comment = **3 hours** |
| **Team Project: Career Development Lesson**  **Imagine** you have been tasked with creating comprehensive counseling programs for your team’s school. The programs should adhere to the *ASCA National Standards for Students* and *The Pennsylvania Department of Education Career Education and Work Standards*.  **Select** the grade level that best aligns to the population of your school (grade 3, 5, 8, or 11).  **Select** one career development standard (from the “Career Development” section of the *ASCA National Standards for Students*) and one PDE Career Education and Work Standard (form the “Crosswalk” section in Ch. 3 of *The Pennsylvania Companion Guide to the ASCA Model*).  **Create** a detailed lesson plan for a 40-minute, counselor-led learning activity that helps students at your school understand and master both of your selected standards. You must use the ASCA Lesson Plan Template to create your lesson plan, and you must complete each section of the template.  **Submit** your completed less plan template by 11:59 p.m. (EST) on Sunday. | | 3.4 | Team Collaboration = **1 hour**  Review Instructor’s Feedback = **0.5 hour** |
| **Total** |  |  | **6.5** |

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| Week Four: Management of School Counseling Programs | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the essential components of comprehensive guidance and counseling programs. | | CLO3 | |
| * 1. Identify the key elements of an annual agreement. | | CLO3 | |
| * 1. Determine how to use time assessment data to differentiate appropriate from inappropriate duties when planning for comprehensive school counseling programs. | | CLO3 | |
| * 1. Develop an action plan that meets the needs of students. | | CLO3; CLO5 | |
| * 1. Develop a lesson plan that addresses the developmental needs of students. | | CLO3; CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * *ASCA National Model*    + Ch. 3,“Management” * *Developing and Managing Your School Guidance and Counseling Programs*   + Ch. 2, “A Comprehensive School Guidance and Counseling Program: Getting Organized to Get There from Where You Are”   + Ch. 5, “Designing Your Comprehensive Guidance and Counseling Program”   + Ch. 8, sections “Implementing – Managing the New Program” and “Improve Program Activities”   + “Appendix B: Guidelines and Template for Conducting an Annual Time-Task Analysis”   + “Appendix K: Reassignment of Nonguidance Activities” * [School Administrator's Guide to Supporting the Role of School Counselors](http://www.edutopia.org/blog/admin-guide-to-school-counselors-kimberlee-ratliff) * *Pennsylvania Companion Guide to the ASCA National Model*   + "Role of the Professional School Counselor" (p. 40-42)   + "Appropriate and Inappropriate Activities for School Counselors" (p. 44)   Feel free to share your thoughts and questions in the Collaboration and Reflection forum. Consider the following questions:   * Why do you think there a distinction between appropriate and inappropriate responsibilities for school counselors? Support your response with examples of appropriate and inappropriate activities. | | 4.1, 4.2, 4.3, 4.4, 4.5 | Content Review and Discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Time-Assessment Data**  **Read** the following scenario:  You, as the school counselor, have been designated the standardized test administrator for your building by your principal. This means that you are responsible for ordering, distributing, and supervising (including training, organizing, and planning) all standardized testing for your school. As testing requirements have increased, the time you spend on standardized test administration has also increased. Although you want to support the testing program, you find that you are no longer able to provide all the essential components of your school guidance and counseling program because of your administrative role. You realize that it is time to discuss the standardized test administrator position with your principal.  **Respond** to the following questions in the Time Assessment Data discussion forum by Thursday:   * How are the duties you are being asked to take on in this scenario inappropriate for a school counselor? * How would you use time assessment data to work with your principal to reduce or eliminate the standardized testing responsibility so that you can deliver the needed guidance and counseling program services? * Why do you think this would be the best course of action?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Comprehensive Program Components Presentation**  **Imagine** you have been tasked with educating new counselors at your school about the essential components of comprehensive guidance and counseling programs and of annual agreements.  **Create** presentation using a presentation tool of your choice (for example, PowerPoint, [Prezi](http://www.prezi.com), or [Haiku Deck](https://www.haikudeck.com)). Your presentation should address the following:   * The essential components of comprehensive guidance and counseling programs, including guidance curriculum, individual student planning, responsive services, and system support. For each component, include the following:   + An explanation of its importance   + At least two examples from your readings * According to p. 46 in the *ASCA National Model* textbook, what are the key elements of an annual agreement? Which ones are nonnegotiable for you?   **Post** your presentation to the Comprehensive Program Components Presentation discussion forum by Friday.  **Provide** constructive feedback to 3 of your classmates’ posts by Sunday. | | 4.1, 4.2 | Presentation: Share and comment = **3 hours** |
| **Team Project: Action Plan**  **Imagine** your team’s school has experienced a 10% rise in the discipline referral rate due to an increase in bullying.  **Develop** a curriculum action plan to address the rise in bullying using the School Counseling Core Curriculum Action Plan template. This plan should include at least 3 lessons per grade level and 2 grade levels. Be specific with your action plan details.  **Submit** the completed Acton Plan by 11:59 p.m. (EST) on Wednesday. | | 4.4 | Team Collaboration = **1 hour**  Review Instructor’s Feedback = **0.5 hour** |
| **Discussion: Lesson Plan Draft**  **Select** one of the lessons outlined in your team’s Action Plan assignment. Coordinate with your team members, as you cannot choose the same lesson as other members of your team.  **Create** a detailed, 40-minute classroom guidance lesson plan based on the lesson you selected. You must use the ASCA Lesson Plan Template to create your lesson plan, and you must complete each section of the template.  **Post** your completed lesson plan template to the Lesson Plan Draft discussion forum by 11:59 p.m. (EST) on Saturday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts regarding 2 of your classmates' lesson plans by Sunday. | | 4.5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **7.5** |

# Faculty Notes

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| Week Five: Delivery of Direct and Indirect Counseling Services | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between direct and indirect student services. | | CLO3 | |
| * 1. Determine how to implement direct student services as part of comprehensive school counseling programs. | | CLO3 | |
| * 1. Determine how to implement indirect student services. | | CLO3 | |
| * 1. Analyze the components and effectiveness of SEL programs. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Review** the following resources:   * *ASCA National Model*    + Ch. 4, “Delivery System” * Tools for Developing a Comprehensive K-12 Guidance & Counseling Plan * The Role of the School Counselor * [Selling SEL: An Interview with Daniel Goleman](http://www.edutopia.org/daniel-goleman-social-emotional-learning-video)   Feel free to share your thoughts and questions in the Collaboration and Reflection forum. Consider the following question:   * How could you embed social-emotional learning into a comprehensive school counseling and guidance program? Include 2 to 3 examples of direct and indirect student services in your response. | | 5.1, 5.2, 5.3 | Content Review and Discussion = **0.5 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide information related to this week’s objectives.  **Prepare** to ask questions concerning this week’s content and provide constructive feedback.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | WEEK5 | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Direct and Indirect Services**  **Review** Tables 5.15 & 5.16 in Ch. 5 of *Developing and Managing Your School Guidance and Counseling Program*.  **Review** the descriptions of direct and indirect student services in the “Delivery System” section of the *ASCA National Model.*  **Respond** to the following questions in the Direct and Indirect Services discussion forum by Thursday:   * What are the differences between direct and indirect student services? * Include examples of direct and indirect student services that might be provided at elementary, middle school, and high school.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Lesson Plan Final Draft**  **Revise** your lesson plan based on feedback provided by your classmates in the Lesson Plan Draftdiscussion forum.  **Submit** the final draft of your lesson plan directly to your instructor by 11:59 p.m. (EST) on Wednesday. | | 4.5 | Review Peer Feedback = **1 hour**  Review Instructor’s Feedback = **0.5 hour**  Review Instructor’s Feedback = **0.5 hour** |
| **Social and Emotional Learning Programs Paper**  **Investigate** an evidence-based social and emotional learning program/curriculum of your choice. This includes programs such as Schoolwide Positive Behavior Support, The Responsive Classroom, The Other 3 (R’s), or Second Step.  **Write** a 500- to 750-word APA format paper that summarizes your selected social and emotional learning program. Your paper should address the following:   * An overview of the SEL program of your choice; include a description of program components, how it is typically implemented, resources required, and its effectiveness. * The role of the school counselor in the program * Provide at least 1 specific case study or example (from any school) of how this program has been implemented and whether it has been successful.   **Submit** your paper by 11:59 p.m. (EST) on Sunday. | | 5.4 | Review Instructor’s Feedback = **0.5 hour** |
| **Team Project: Prevention/Intervention Plan Flyer**  **Select** an issue (for example, conflict resolution, career exploration, attendance, closing the performance gap, or graduation rates) that would be of interest to the population of your school. Consider reviewing the School Date Profile you completed in Week 1 for information to help drive your decision  **Determine** whether a prevention or intervention service would best address your selected issue and agree upon a prevention/intervention plan with your team. Your discussion should cover the following key elements:   * The need for the plan * Direct and indirect prevention or remediation services you will offer at your school * Resources needed for these services * How the plan will address your selected issue * How services will be implemented * Challenges that may affect your plan’s success   **Imagine** your principal has asked you to create an informative flyer that explains your team’s prevention/intervention plan to parents.  **Create** an attractively formatted flyer using a tool of your choice. Your flyer should address the elements described above and may include graphics and charts.  **Submit** your flyer as a Word document, PDF file, or JPEG image file by 11:59 p.m. (EST) on Sunday. | | 5.2, 5.3 | Team Collaboration = **2 hours**  Review Instructor’s Feedback = **0.5 hour** |
| **Total** |  |  | **7.5 hours** |

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| Week Six: Accountability | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the RAMP designation process and benefits. | | CLO4 | |
| * 1. Identify the types of data that could be used to inform decision making for program evaluation. | | CLO4 | |
| * 1. Determine how to use data to support improvements to a school counseling program. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Review** the following readings:   * *ASCA National Model*   + Ch. 5, “Accountability” * *Developing and Managing Your School Guidance and Counseling Programs*    + Ch. 10, “Evaluating Your Comprehensive Guidance and Counseling Program, Its Personal, and Its Results” * [Recognized ASCA Model Program (RAMP)](https://www.schoolcounselor.org/school-counselors-members/ramp)   Feel free to share your thoughts and questions in the Collaboration and Reflection forum. | | 6.1, 6.2, 6.3 | Content Review and Discussion = **0.5 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: RAMP Designation**  **Respond** to the following questions in the RAMP Designation discussion forum by Thursday:   * How could applying for Recognized ASCA Model Program (RAMP) designation provide comprehensive counseling program evaluation information to the district? How would this help to ensure effective programming? * What types of data are used in the RAMP process to inform decision making? Provide examples to support your response. * If you were a school counselor, would you would apply for RAMP designation? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.2, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Making Data Work Worksheet**  Understanding how important data is when evaluating any part of your comprehensive program features in a school setting is imperative. As a school counselor, you will need this data to show teachers, administrators, and parents that your programs are effective, for funding purposes, and sometimes to sustain current programming. Data is what drives instruction, as well what can drive your school counseling program.  **Watch** [Making Data Work for You and Your School Counseling Program](https://www.youtube.com/watch?v=lymsiy24BiM). Play close attention to minutes 26:00–34:00 about evaluation data, as it clearly explains process versus perception versus outcome data.    **Complete** the Making Data Work Worksheet.    **Submit** your completed worksheet by 11:59 p.m. (EST) on Sunday. | | 6.2 | Review Instructor’s Feedback = **0.5 hour** |
| **Team Project: Going for RAMP**  **Read** the Going for RAMP: Completing the Core Curriculum Results Report handout.  **Choose** an area of your school counseling curriculum programming (e.g., career development) you think needs to be strengthened, and complete the School Counseling Core Curriculum Action Plan.  **Imagine** you have implemented this action plan and have been asked to present the outcomes to faculty.  **Develop** a narrated presentation you will share with faculty. It should include the following elements:   * A clear problem statement * A copy of your completed School Counseling Core Curriculum Action Plan * Any resources you use to measure effectiveness (e.g., surveys) * A clear communication of your findings (this will be fictional data); you may use graphs or tables to detail your findings. * An explanation of how the findings will help you improve your comprehensive program   **Submit** your narrated presentation by 11:59 p.m. (EST) on Sunday. | | 6.1 | Team Collaboration = **1 hour**  Review Instructor’s Feedback = **0.5 hour** |
| **Total** |  |  | **3.5 hours** |

# Faculty Notes

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| Week Seven: ASCA National Model Themes | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine school counselors’ responsibilities in providing leadership. | | CLO5 | |
| * 1. Explain how to advocate to meet the needs of students. | | CLO5 | |
| * 1. Develop comprehensive school counseling programming that promotes student achievement, equity, and access for all students. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Review** the following resources:   * [School Counselor Educators as Educational Leaders Promoting Systemic Change](http://www.academia.edu/1309638/School_counselor_educators_as_educational_leaders_promoting_systemic_change)   *Note:* You must be signed into your Google account to access this reading. * [The New Vision for School Counselors: Scope of the Work](https://edtrust.org/resource/the-new-vision-for-school-counselors-scope-of-the-work/) * [What Makes a Great School Leader?](http://www.edutopia.org/blog/qualities-of-great-school-leader-elena-aguilar) * [Derek Silvers: How to Start a Movement](http://www.ted.com/talks/derek_sivers_how_to_start_a_movement)   Feel free to share your thoughts and questions in the *Collaboration and Reflection* forum. | | 7.1, 7.2, 7.3 | Reading: review and post response = **0.5 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [*Adobe Connect Resources*](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | COURSE | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Advocating for Students**  **Review** Ch. 1, “The ASCA National Model Themes,” of *The ASCA National Model*.  **Reflect** on the following: Patti Kinney (as cited in ASCA, 2012) states, “[t]here should be no stronger advocate than school counselors. They must be the heart and soul of the school and lead the change in promoting equitable education for every student.”  **Respond** to the following questions in the Advocating for Students discussion forum by Thursday:   * Why do you think school counselors should be the strongest advocate for students? * How should school counselors advocate for students? Support your response with at least 4 examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday.  Reference: American School Counselor Association. (2012). *ASCA national model: A framework for school counseling programs*. New York City, NY: Author. | | 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: School Counseling Leadership**  **Review** The New Vision for School Counselors: Scope of Work.  **Respond** to the following questions in the School Counseling Leadership discussion forum by Thursday:   * Why should we consider the school counselor role as a leadership role? * What are school counselors’ responsibilities related to planning comprehensive guidance and counseling programs? * What are some challenges counselors face when carrying out these responsibilities?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Learning Team Project: School Counseling Web Page**  The purpose of his assignment is to showcase the school counseling program your team has worked on for the last 7 weeks. To this end, your team will create a web page that highlights the various elements included within your program.  **Create** a school counseling web page for your selected school using a website services of your choice (e.g., Weebly or Google). The web page must include the following elements:   * Biography of your school counseling team (e.g., your learning team members) * From Week 1: data about your selected school’s demographics * From Week 2: mission, vision, and goals * From Week 3–5: action plan, lessons, and intervention/prevention plan * Resources for families, parents, and teachers   **Post** a link to your web page to the School Counseling Web Page discussion forum by 11:59 p.m. (EST) on Thursday.  **Submit** feedback on at least two other team’s webpages by 11:59 p.m. (EST) on Sunday. | | 7.3 | Team Collaboration = **2.5 hours**  Review Instructor’s Feedback = **0.5 hour** |
| **Total** |  |  | **6.5** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 4.5 |
| Supplemental | 0 |
| **Week 3** |  |
| Required | 6.5 |
| Supplemental | 0 |
| **Week 4** |  |
| Required | 7.5 |
| Supplemental | 0 |
| **Week 5** |  |
| Required | 6.5 |
| Supplemental | 1 |
| **Week 6** |  |
| Required | 3.5 |
| Supplemental | 0 |
| **Week 7** |  |
| Required | 5.5 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 39 |
| **Total Supplemental Hours** | 3 |
| **Total Hours** | 42 |