

**AUGUSTA STATE UNIVERSITY**  
**College Of Education**  
**Department of Educational Leadership, Counseling, and Special Education**  
**Counselor Education Program**

*School Counseling: Data Driven, Standards Based*

**SPRING 2010**

**COURSE TITLE:** COUN 6780 School Counseling (3-0-3)  
**CLASS MEETINGS:** UH 347, Wednesdays, 5:00-9:00 p.m.  
**CLASS DATES:** January 6, 13, 20, 27; February 3, 10, 17, 24

**INSTRUCTOR:** **Paulette M. Schenck, PhD, PSC, Assistant Professor**  
 Office: 706-729-2444 Office Fax: 706-667-4490  
 Office: UH 322 Email: pschenck@aug.edu  
 Office hours: Mon/Tues/Wed 1-4:30 pm, or by appointment

**COURSE DESCRIPTION:**

The course will provide an overview of current concepts relative to the school counseling profession. Practical application of concepts within the diverse range of school environments will be covered. Structuring and implementation of a feasible, comprehensive school counseling program will be emphasized.

**TEXTBOOKS:**

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- American School Counselor Association (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.
- American School Counselor Association (2004). *The ASCA national model workbook: A companion guide to implementing a comprehensive school counseling program*. Alexandria, VA: Author.
- Kaffenberger, C., & Young, A. (2007). *Making data work*. Alexandria, VA: American School Counselor Association.
- Stone, C. B., & Dahir, C. A. (2007). *School counselor accountability: A MEASURE of student success* (2nd ed.). Upper Saddle River, NJ: Pearson.
- Stone, C. B., & Dahir, C. A. (2006). *The transformed school counselor*. Boston: Lahaska Press.

**Additional reading:**

**ASCA Position Statements:** Students will be asked to download several position statements from the American School Counselor Association which are located on the ASCA national website:

<http://schoolcounselor.org/content.asp?pl=325&sl=127&contented=178>. These include

- Comprehensive school counseling program
- LGBTQ youth and bullying, harassment, and violence prevention
- Promotion of safe schools
- Parental consent
- Confidentiality

**South Carolina Comprehensive Developmental Guidance and Counseling Program**

**Model:** Students will be asked to download SCCDGCPM from <http://ed.sc.gov/agency/Innovation-and-Support/Youth-Services/Guidance/Comprehensive-Guidance-and-Counseling-Program2.html>

**LIVETEXT:**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

**COURSE OBJECTIVES:**

Upon completion of this course, and within a multicultural framework, the student will be able to develop an understanding and ability to apply knowledge, skills, and professional dispositions related to:

1. history, philosophy and trends of school counseling.
2. ethical and legal considerations.
3. professional organizations, preparation standards and credentials relevant to the practice.
4. current models of school counseling programs (ASCA) and their integral relationship to the total educational program.
5. effects of (a) typical growth and development (b) health and wellness (c) language, (d) ability level, (e) multicultural issues and (f) factors of resiliency of student learning and development.

In addition, upon completion of this courses students will demonstrate the ability to:

1. apply and adhere to ethical and legal standards in school counseling.
2. articulate, model, and advocate for an appropriate school counselor identity and program.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:**

*Understanding for Teaching, Teaching for Understanding*

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key

elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

**Element: Prepared (PD)**

- P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.
- P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.
- P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.
- P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.
- P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

**Element: Able (AD)**

- A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
- A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.
- A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
- A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- A5: Ability to teach and work in authentic settings with diverse populations of learners

**Element: Responsive (RD)**

- R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.
- R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners.
- R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.
- R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

### **TECHNOLOGY COMPETENCIES (ISTE Standards):**

Upon completion of the course, students will be able to:

1. Demonstrate ability to operate a computer system in order to successfully utilize software,
2. Evaluate and use computers and related technologies to support the instructional process,
4. Explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation,
7. Evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and /or grade levels,
9. Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities, and
12. Use computer-based technologies to access information to enhance personal and professional productivity.

### **PROGRAM SPECIFIC STANDARDS:**

Through course assignments and field experiences associated with this course, students will demonstrate knowledge, skills and dispositions associated with CACREP core areas Section II, G.1.F, G.1.H, G.2.A, G.4.C, G.8.A, and G.8.E; and BOR principles IIA(4), IIA(5), IIA(6), and IIA(9).

### **METHODS OF INSTRUCTION:**

The method of instruction for this course will be lecture, discussion, dyads, small group work projects, in-class activities, guest speakers, and field experiences.

### **COURSE SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
<b>1</b> Jan 6	<b>Introduction to Course</b> <b>History of School Counseling</b>	<b>READ:</b> Stone & Dahir (2006): Chapter 1 <b>ACTIVITY:</b> Review of Syllabus
<b>2</b> Jan 13	<b>Historical Perspective on Comprehensive Counseling Programs</b>  <b>ASCA National Model</b> <ul style="list-style-type: none"> <li>• 4 Elements</li> <li>• Foundation <ul style="list-style-type: none"> <li>○ Mission Statement</li> <li>○ Beliefs Statements</li> </ul> </li> <li>• Delivery System <ul style="list-style-type: none"> <li>○ Guidance Curriculum</li> </ul> </li> </ul>	<b>READ:</b> Stone & Dahir (2006): Chapter 8 <b>ASCA National Model:</b> <ul style="list-style-type: none"> <li>• I. School Counseling Program (pp. 13-19)</li> <li>• II. ASCA Model Framework (pp. 21-25)</li> <li>• III. Foundation (pp. 27-34)</li> <li>• IV. Delivery System (pp. 40-45)</li> <li>• V. School Counselor Performance Standards (pp. 62-65)</li> <li>• Appendix <ul style="list-style-type: none"> <li>○ Theory Behind Model (pp. 79-80)</li> <li>○ History of School Counseling Theory (pp. 81-101)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Individual Student Planning</li> <li>○ Responsive Services</li> <li>○ Systems Support</li> </ul> <p><b>School Counselor: Knowledge and Skills</b></p>	<p><b>ASCA National Model Workbook:</b></p> <ul style="list-style-type: none"> <li>• Section III. Foundation (pp. 11-29)</li> <li>• Section IV. Delivery System (pp. 31-64)</li> </ul> <p><b>SCCDGCPM:</b> Section 1 and 2</p> <p><b>DOWNLOAD:</b></p> <ul style="list-style-type: none"> <li>• <b>South Carolina Comprehensive Developmental Guidance and Counseling Program Model (SCCDGCPM) (2008)</b> (<a href="http://ed.sc.gov/agency/Innovation-and-Support/Youth-Services/Guidance/Comprehensive-Guidance-and-Counseling-Program2.html">http://ed.sc.gov/agency/Innovation-and-Support/Youth-Services/Guidance/Comprehensive-Guidance-and-Counseling-Program2.html</a>)</li> <li>• <b>ASCA Position Statement on Comprehensive School Counseling Programs</b> (<a href="http://schoolcounselor.org/content.asp?pl=325&amp;sl=127&amp;contentid=178">http://schoolcounselor.org/content.asp?pl=325&amp;sl=127&amp;contentid=178</a>)</li> </ul>
<p><b>3</b> Jan 20</p>	<p><b>Building a Comprehensive Counseling Plan</b></p> <p><b>Phase 1 Implementation: Getting Started</b></p> <ul style="list-style-type: none"> <li>• <b>Management System</b> <ul style="list-style-type: none"> <li>○ Advisory Council</li> <li>○ Needs Surveys</li> <li>○ Time Task Analysis</li> <li>○ Program Audit / Evaluation</li> <li>○ Master Calendar (Gant Chart)</li> </ul> </li> <li>• <b>Accountability System</b> Using data to implement educational change and enhance student performance</li> </ul>	<p><b>READ:</b> <b>Stone &amp; Dahir</b> (2006): Chapters 6-7</p> <p><b>ASCA National Model</b></p> <ul style="list-style-type: none"> <li>• V. Management System (pp. 46-57)</li> <li>• VI. Accountability System (pp. 59-65)</li> <li>• Appendix <ul style="list-style-type: none"> <li>○ Program Management Agreements (pp. 122-124)</li> <li>○ School Guidance Action Plans (pp. 125-130)</li> <li>○ Program Audit (pp. 131-141)</li> </ul> </li> </ul> <p><b>ASCA National Model Workbook</b></p> <ul style="list-style-type: none"> <li>• Getting Started (pp. 5-7)</li> <li>• Section V. Management System (pp. 65-110)</li> <li>• Section VI. Accountability System (pp. 111-130)</li> </ul> <p><b>SCCDGCPM:</b></p> <ul style="list-style-type: none"> <li>• Section 3, 5, 6, 7</li> <li>• Appendix B: Appropriate School Counseling Program Activities</li> </ul> <p><b>ACTIVITY:</b> Designing a counseling office</p>
<p><b>4</b> Jan 27</p>	<p><b>National and State Counseling Standards and Competencies</b></p> <ul style="list-style-type: none"> <li>• School Counselor Competencies</li> <li>• Program Standards</li> <li>• National Student Standards and</li> </ul>	<p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Transformed Role of the School Counselor Paper</b></li> <li>• <b>Standards Cross-Walk Project</b> (in-class activity)</li> </ul>

	<p>Competencies</p> <ul style="list-style-type: none"> <li>• State Student Standards</li> </ul>	<p><b>READ:</b>  <b>Stone &amp; Dahir (2006):</b> Chapter 8</p> <p><b>ASCA National Model</b></p> <ul style="list-style-type: none"> <li>• Appendix <ul style="list-style-type: none"> <li>○ National Standards for Students (pp. 102-107)</li> </ul> </li> </ul> <p><b>SCCDGCPM:</b></p> <ul style="list-style-type: none"> <li>• Program Standards (pp. 6-9)</li> <li>• Guidance Curriculum Standards (Section 4)</li> </ul> <p><b>DOWNLOAD:</b></p> <ul style="list-style-type: none"> <li>• <b>ASCA School Counselor Competencies</b>  (<a href="http://schoolcounselor.org/content.asp?pl=325&amp;sl=133&amp;contentid=133">http://schoolcounselor.org/content.asp?pl=325&amp;sl=133&amp;contentid=133</a>). In “Career/Roles” section, scroll down to School Counselor Competencies.</li> <li>• <b>Georgia Student Standards:</b> Visit Georgia’s Department of Education website to download appropriate grade level Quality Core Curriculum (QCC) standards  (<a href="http://www.georgiastandards.org">http://www.georgiastandards.org</a> ↳ Performance standards ↳ QCC Materials ↳ Guidance (K-5, 6-8, 9-12)</li> <li>• <b>South Carolina Student Standards:</b>  Located in South Carolina Comprehensive Developmental Guidance and Counseling Program Model (SCCDGCPM) (2008)</li> </ul> <p><b>ACTIVITY:</b> State standards crosswalk activity</p>
<p><b>5</b> Feb 3</p>	<p><b>High Stakes Testing</b></p> <p><b>Principal-Counselor Relationship</b></p> <p><b>Guest Speaker: Dr. Victoria Sanders; Counseling and Testing Coordinator for Richmond County Board of Education</b></p>	<p><b>DUE: Program Marketing Plan Project and Paper</b></p> <p><b>READ:</b>  <b>Stone &amp; Dahir (2006):</b> Chapter 2-5, and 13</p> <p><b>DOWNLOAD:</b>  <b>College Board:</b>  <a href="http://professionals.collegeboard.com/policy-advocacy/educators/nosca/video?excmid=CB-032">http://professionals.collegeboard.com/policy-advocacy/educators/nosca/video?excmid=CB-032</a></p> <ul style="list-style-type: none"> <li>• <b>Download report: Finding a Way</b></li> <li>• <b>Download report: A Closer Look at the Principal-Counselor Relationship</b></li> </ul>

--	--	--

<p><b>6</b> Feb 10</p>	<p><b>Legal and Ethical Considerations for School Counselors</b></p> <p><b>Providing a Safe School Environment for Students</b></p> <ul style="list-style-type: none"> <li>• Do you hate me?</li> </ul> <p><b>Mandatory Reporting</b></p> <p><b>Resiliency in Students</b></p>	<p><b>DUE: Classroom Guidance Lesson Plans and Special Consideration Modifications</b></p> <p><b>BRING TO CLASS:</b></p> <ul style="list-style-type: none"> <li>• Hard copy of guidance lesson plans to share with others in class</li> <li>• Copy of Program Brochure or Parent Handout to share with other students in class</li> </ul> <p><b>READ:</b> <b>Stone &amp; Dahir (2006):</b> Chapters 9 and 11</p> <p><b>DOWNLOAD:</b></p> <ul style="list-style-type: none"> <li>• ASCA Position Statement on Parental Consent (<a href="http://schoolcounselor.org/content.asp?pl=325&amp;sl=127&amp;contentid=178">http://schoolcounselor.org/content.asp?pl=325&amp;sl=127&amp;contentid=178</a>)</li> <li>• ASCA Position Statement on Confidentiality (<a href="http://schoolcounselor.org/content.asp?pl=325&amp;sl=127&amp;contentid=178">http://schoolcounselor.org/content.asp?pl=325&amp;sl=127&amp;contentid=178</a>)</li> <li>• ASCA Position Statements on LGBTQ Youth and Bullying, Harassment and Violence Prevention Programs: <a href="http://schoolcounselor.org/content.asp?pl=325&amp;sl=127&amp;contentid=178">http://schoolcounselor.org/content.asp?pl=325&amp;sl=127&amp;contentid=178</a></li> <li>• ASCA Position Statement of Promotion of Safe Schools: <a href="http://schoolcounselor.org/content.asp?pl=325&amp;sl=127&amp;contentid=178">http://schoolcounselor.org/content.asp?pl=325&amp;sl=127&amp;contentid=178</a></li> </ul>
<p><b>7</b> Feb 17</p>	<p><b>Accountability: Data-Driven Programs</b></p> <p><b>DATA: MEASURE-ing School Counseling Accountability</b></p>	<p><b>DUE: Comprehensive Guidance Program Plan</b></p> <p><b>BRING TO CLASS:</b></p> <ul style="list-style-type: none"> <li>• Hard copy of comprehensive guidance plan to share with others in class</li> <li>• Stone &amp; Dahir (2007) text (School Counseling Accountability: MEASURE Instrument</li> <li>• Kaffenberger &amp; Young text</li> </ul> <p><b>READ:</b></p>

		<p><b>Stone &amp; Dahir (2007):</b> <i>School Counselor Accountability: MEASURE instrument</i></p> <p><b>Kaffenberger &amp; Young:</b> <i>Making Data Work</i></p> <ul style="list-style-type: none"> <li>• Designing questions (pp. 1-22)</li> <li>• Displaying data (pp. 23-38)</li> </ul>
<p><b>8</b> Feb 24</p>	<p><b>Globalization and Schools</b></p> <p><b>Impacts on School Counseling</b></p> <p><b>Course Overview and Evaluation</b></p>	<p><b>READ:</b> Stone &amp; Dahir (2006): Chapters 10, 12, and 14</p> <p><b>ACTIVITY:</b></p> <ul style="list-style-type: none"> <li>• 2 Million Minutes (DVD)</li> <li>• Course Evaluation</li> </ul> <p><b>DUE:</b> Upon completion of course, students will download a copy of their Comprehensive School Counseling Program Plan (portfolio assignment) and their course reflection paper into the COUN 6780 file in <i>LiveText</i>.</p>
<p><b><i>Last day to hand in assignments is February 24 without prior approval of instructor.</i></b></p>		

*This schedule is a fluid document and may be revised by the instructor as needed.*

### PERFORMANCE ASSESSMENTS:

Transformed Role of School Counselor Paper	120 points
Standards Crosswalk Project	50 points
Program Marketing Plan and Project	150 points
Classroom Guidance Lesson Plans with Modifications	300 points
Comprehensive Guidance Program Plan	300 points
Class Participation	80 points
<b>Total Possible Points</b>	<b>1000 points</b>

**Grading Scale:** Grades are determined on the following scale

A = 90% or higher  
D = 60-69%

B = 80-89%  
F = less than 60%

C = 70-79%

**ASSIGNMENTS:****TRANSFORMED ROLE OF THE SCHOOL COUNSELOR PAPER****DUE: Week 4****Total Possible Points: 120**

The profession of school counseling is constantly shifting, especially so today. During this time of transition, the effective school counselor must be able to understand and articulate the nature and direction of these changes, recognize the emerging and transforming counseling roles, and be able to adapt to current challenges.

Based on the many readings you completed over the first three weeks of this course, write a 4-5-page paper in which you describe in your own words how the school counselor's role has changed over the last ten years and possible modifications you anticipate in the coming ten years. Describe the forces that have influenced these changes, using a minimum of 5 references other than assigned readings to strengthen your discussion points. Your paper will be evaluated on the accuracy of your description and your ability to effectively synthesize the material and present it in a well-written and organized fashion. Refer to writing guidelines in this syllabus.

Submit work electronically to the instructor (refer to the end of the syllabus for instructions).

**STANDARDS CROSS-WALK PROJECT**

(In class activity)

**DUE: Week 4****Total Possible Points: 50**

Working with a partner, students will complete a standards cross-walk project comparing student standards from the American School Counselor Association (ASCA) to those from the states of Georgia and South Carolina. Students will send electronically to the instructor a copy of their project. This activity will use the standards cross-walk template in the *ASCA National Model* text. State standards and cross-walk template will be provided by the instructor.

**PROGRAM MARKETING PLAN PROJECT AND PAPER****Total Possible Points: 150****DUE: Week 5**

One important aspect of implementing a comprehensive school counseling plan is marketing that plan. This project will include three aspects: (1) analyzing current school counseling program websites, (2) developing a program brochure or handout, and (3) 2-3 page reflection paper.

***Analyzing Current School Counseling Program Websites***

Look at 6 websites for school counseling programs for each of the three levels of school counseling (elementary, middle, and high school), or a total of 18 websites. At each level, two of the six should be from the current school district in which you live, two from nearby school districts, and two from other states (other than Georgia or South Carolina). Compare these for:

- ease at finding school counseling programs and school counselors
- how school counselors listed (part of school staff or separate)
- comprehensive review of information on website
- overall lasting impression of school counseling program based on this website

**Reflection Paper**

Based on this information, write a 2-3 reflection paper analyzing your findings. Analyze your findings by level (all elementary school websites together, all middle schools, and all high schools). Reference page should reflect the websites for all these programs. It is not necessary to cite websites in the paper. Website reference page citation should follow the format below:

Name of School (n.d. *unless there is a date on website*). School counseling program website.

Retrieved from [list URL]

**Developing a Program Brochure or Parent Handout**

Based on the best practices you observed visiting numerous school counseling website in combination with your own ideas develop either a (1) double-sided tri-fold program brochure; or (2) a double-sided 1-page handout for parents outlining services provided by your school counseling program. This can be for either an existing school counseling program or one for the future school in which you would like to be a school counselor. Program brochure or handout will be evaluated on creativity, appealing layout, and completeness of information.

All work must be submitted electronically to the instructor. See instructions on submitting work later in the syllabus.

Project will be graded as follows:

Reflection Paper:	75 points
Program Brochure or Handout:	75 points

**CLASSROOM GUIDANCE LESSON PLANS WITH MODIFICATIONS**

**DUE: Week 6**

**Total Possible Points: 300**

Identify the level (elementary, middle, or secondary) at which you would prefer to work when you become a school counselor and select an actual school at this level. Assume that you are the counselor at this school and have been given the opportunity to have one hour with the same class each Monday five weeks in a row (total of five sessions). Plan what you will do with the students during this time by developing five classroom guidance lessons.

**Guidance Lesson Plan Paper:**

In your reflection paper describe this school including the physical location, socio-economic level of students' families, ethnic mix of students, and general atmosphere among administrators, teachers and students that exists in the school. Also include a discussion on the current school improvement plan and academic status based on yearly academic reviews. Having identified the school climate and current academic status, state your rationale for choosing the lessons you plan to deliver that is based on the needs of students and the major focus of school improvement plan for this school. Do not list in your paper the details of each lesson; this will be obvious in your lesson plans themselves.

Project evaluation: Include in your paper a discussion about

- what type of assessment(s) you will include in your classroom project
- how these assessments are tied to the school improvement plan
- how you intend to share the assessment results with your administrator/staff

- how this information will be used to manage and improve your counseling program.

Your paper must be 3-4 pages in length, typewritten, and double-spaced. Papers will be evaluated on appropriateness of goals for the school you describe, if lesson plans meet the school goals you have identified, and overall quality of expression. Paper title page, reference page, and individual lesson plans may not be considered in fulfilling page requirement of this paper. Assignment should be sent electronically to the instructor. See instructions for this at the end of the syllabus.

### **Resources for School Information:**

Great Schools (<http://www.greatschools.net>)

- Select town and state
- Choose category of school (elementary, middle, high school)
- Once school comes up, select school name for more information

Department of Education (<http://www.doe.k12.ga.us/>)

- School Finder – locate school
- Check out school profile and AYP report

### ***Classroom Guidance Lesson Plans:***

Develop five lesson plans to meet needs of your students in the *personal and social development domain* (lesson plans may not be about career development or academic domains; nor may these be the ones that are submitted in COUN 6720 guidance lesson project). Refer to the ASCA personal/social student standards (ASCA National Model, pp. 120-121) and select activities and identify goals that are concrete, specific, achievable, consecutive, and measurable in the time frame you have and meaningful to needs of the students in your school and are consistent with your school's improvement plan.

Complete the attached Guidance Lesson Plan form, one for each of the five lessons (forms will be emailed to you via Pipeline). Indicate on the form how your goals align with the standards of your school district, state, and the ASCA National Model.

Describe the activities you would undertake in your five lessons. Indicate the number of minutes each activity in each of the five lessons takes. If you plan to use materials, handouts, or audio-visuals, describe them but do not attach them to your paper. These may be items that already exist that you have seen or items that you plan to develop yourself. If you use existing material, be sure to indicate this as resource on the Guidance Lesson Plan form and cite on reference page.

*Assessment:* On the form describe what kind of data you will use to evaluate the students and show their change in attitude, knowledge, or behavior based on your classroom guidance activities. This can be weekly, at the end of the five weeks, or a longer period of time, such as the end of the semester. Assessments need to be tied to meet needs of overall school improvement plan as well as measuring understanding of lesson content.

**Resource for guidance lesson plans: [schoolcounselor.com](http://schoolcounselor.com).**

### ***Classroom Guidance Lesson Plan Modifications:***

Identify a particular special-needs group of students. After you have developed your lesson plans, modify them to meet the needs of this special group as if you were going to conduct these lessons in the special education classroom or for students with special needs who may be in a regular classroom. On the

guidance lesson form in the modification section for each lesson, *insert statements in italics indicating how you would modify lessons for this particular group of special needs students.*

A copy of the Guidance Lesson Plan form will be forwarded to students at the beginning of the course. Information within the form will be single-spaced and appear after reference page as part of an appendix. All work is to be sent to the instructor electronically. **Do not send lesson plans as separate sheets. Cut-and-paste these to paper as an appendix to your paper and send as one document (paper and lesson plans) to instructor.** If resources for lessons plans are clearly and fully documented on the lesson form, it is not necessary to include these in the paper's reference page. This documentation would be similar to what would appear on a reference page.

Lesson plans will be evaluated on how realistic they are for time limits and audience, completeness of lessons, continuity between lessons (do topics relate to each other and build on skills and knowledge attained from previous lesson), and efficacy of evaluation methods.

Assignment will be graded on the following scale:

Paper:	100 points
Guidance Lessons:	150 points
Modifications:	50 points

## **COMPREHENSIVE SCHOOL COUNSELING PROGRAM PLAN (Portfolio Assignment)**

**DUE: Week 7**

**Total Possible Points: 300**

One important challenge to counselors is developing a comprehensive school counseling program plan. It is the framework from which daily, weekly, and monthly activities are planned and a guide for determining that the needs are met for all students within the school. This project is an opportunity to expand your awareness of elements necessary in a comprehensive plan.

You will create a sample comprehensive school counseling program plan for the level at which you wish to work (elementary, middle or high school). Select an actual school at this level (this may be, but does not have to be, the same school used in your guidance lesson plan assignment).

### ***Comprehensive School Counseling Program Plan Paper:***

Students will submit a 2 to 3-page paper outlining the school for which they have drafted this comprehensive school counseling program plan, which will include a brief description of population and demographics of students and parents in this school, community issues affecting this school, and current academic goals and challenges. Paper should include discussion about the school's improvement plan and how the comprehensive school counseling plan addresses these specific issues.

### ***School Counseling Program Monthly Calendar:***

Students will develop a comprehensive school counseling program plan using monthly schedule of events. See attached the Comprehensive School Counseling Program monthly form (this form will be forwarded to students at the beginning of the course). Choose the form for your preferred level (elementary, middle or high school). Complete one form per month, August through June, of all the activities you plan for this month across multiple audiences (such as students, staff, parents, community). It is not expected that you will have items for each category for each month (for example, you may have items for parent outreach three times a year or may not start student small groups until September).

When drafting a comprehensive guidance program plan consider the following items:

- registration dates
- classroom guidance (grade level, topic, time of year, duration, who will deliver—you, teacher, or other)
- larger group guidance (i.e. freshman orientation to high school, career fairs)
- types of counseling small groups (grade level, topic, participants, time of year, duration) you would like to offer
- parent support (evening programs, newsletters, support groups, educational team)
- teacher support (in-service programs, newsletters, support groups, educational team)
- school support (such as starting peer mediation program)
- district support (working with other counselors on special project)
- reoccurring activities such as Student Assistance Program or Response to Intervention (RTI) committee work, which you may facilitate, coordinate or participate in
- dates for testing such as PSAT, SAT, ACT for high schools

Other considerations: important dates around which a school counseling program must schedule its activities such as:

- starting dates
- ending dates
- holidays
- quarter/semester starting and ending dates
- staff in-service days
- parent-teacher conferences
- school wide testing
- reports due to district or state

Also consider when you would:

- work with your Advisory Council
- conduct needs assessments from various groups (students, teachers, administrators, parents)
- conduct program evaluation (students, teachers, administrators, parents)
- implement transition issues (welcoming students to school – prepare students leaving school to next level such as middle/high school or post-secondary training/education)
- develop activities for retained students (those not graduating, not transitioning to next level)
- plan for summer school (how will counseling be involved)
- conduct school counseling program evaluation and planning for next year

*Student standards.* On monthly forms, indicate state (Georgia or South Carolina) and national (ASCA) student standards that are being met by the school counseling activities. Refer to activities during Week 4 and ASCA Workbook for examples (pp. 108-110).

Note that you would list specific dates that are known such as the beginning of the school year and school holidays but not specific dates when programs (such as leading small group) are to be offered. For these, you will indicate the month when you would offer these programs but not the specific date. Often when counselors develop their year's comprehensive plan (usually at the end of the school year or beginning of new school year), specific items are determined by month. Specific days, however, are filled in later as counselors coordinate their schedule with the schedules of other teachers and educational professionals.

Information within monthly forms should be single-spaced. Paper should be double-spaced, following APA guidelines. Paper title page, reference page, and monthly forms may not be considered in meeting length requirements for this assignment. Assignment is to be sent electronically to the instructor. **Do not send monthly calendars as separate documents. Cut-and-paste these as appendices to your paper and send all as one document to the instructor.**

The Comprehensive Guidance Plan assignment will be evaluated on completeness, comprehensiveness, balanced programs between grades, sequential developmental guidance units (information builds on previous programs within a specific grade throughout the year and grade-to-grade), realistic approach (counselor will be able to go home before midnight and still be breathing at the end of the school year), responsiveness to educational issues identified in paper, and attention to offering a standards/competency-based program.

Assignment will be graded on the following scale:

Paper:	100 points
Annual Plan:	200 points

### **CLASS ATTENDANCE AND PARTICIPATION**

**Total Possible Points: 80**

This class will be conducted in a seminar format and, as such, will rely heavily on class discussion and participation. Your presence, preparation, and participation are essential. The quality of your participation is dependent on providing concrete illustrations and insightful analysis based on reading and other students' ideas; building on, critiquing or seeking clarification of discussion points; drawing out others in the discussion, and helping to keep discussion on track. The quality of participation in class activities, demonstration of leadership skills, and presence, preparation, and participation in class discussions will be evaluated as level of contributing to the learning climate. To help foster this learning climate, students are expected to mute or turn off cell phones and/or pagers during class time.

Due to the accelerated delivery of course material, students may not miss more than one class period without possibly being asked to withdraw from the course.

### **OTHER IMPORTANT INFORMATION:**

**Written Assignment Guidelines.** All assignments will follow the 2010 APA guidelines:

- Papers should be double-spaced, have one inch margins around, and typed in Times New Roman 12 point.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student's last name, and page number.
- A reference page should accompany each assignment when citations or references (see examples of referencing assessments below) occur within the assignment text.
- Neither the title page nor reference page/appendices may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

**Due Dates.** Unless otherwise indicated, any assignment may be submitted before the due date. Notable exceptions to submitting assignments early would be student classroom presentations. All assignments are expected to be completed and submitted no later than the start of class on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent reduction per day past the due date, in accordance with program guidelines.

**Electronic Submission of Work.** Unless otherwise stated, all written assignments must be submitted electronically as an attachment to an email to the instructor (pschenck@aug.edu) in Microsoft Word document format (.doc or .docx). If using an Apple, submit in rich text format (.rtf). No other format will be accepted. The subject line for emails containing assignments must clearly state: **COUN 6780 ASSIGNMENT**.

**Writing Assistance.** Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

### **ACADEMIC HONESTY:**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p. 43)

### **PIPELINE ACCOUNTS:**

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 706-737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

### **DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELING AND SPECIAL EDUCATION WEBSITE:**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

### **WRITING CENTER:**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

**STUDENTS WITH DISABILITIES:**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706 737-1471) or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

**STUDENT SAFETY:**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

**CELL PHONES:**

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

**BIBLIOGRAPHY**

- Baker, S. B. (1996). *School counseling for the twenty-first century* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Capuzzi, D. & Gross, D. R. (2000). *Youth at risk* (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.
- Dougherty, A. M. (1995). *Consultation: Practice and perspectives in school and community settings* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Gysbers, N. C. (Ed.) (1990). *Comprehensive guidance programs that work*. Ann Arbor, MI: ERIC.
- Gysbers, N. C., & Henderson, P. (1988). *Developing and managing your school guidance program*. Alexandria, VA: American Association for Counseling and Development.
- Gysbers, N., & Henderson, P. (Ed.) (1997). *Comprehensive guidance programs that work – II*. Greensboro, NC: ERIC.
- Holmgren, V. S. (2003). *Elementary school counseling: An expanding role*. Needham Heights, MA: Allyn & Bacon.
- Howell, J. C. (2003). *Preventing and reducing juvenile delinquency*. Thousand Oaks, CA: Sage.
- Littrell, J. M., & Peterson, J. S. (2005). *Portrait and model of a school counselor*. Boston: Lahaska Press.

- Schmidt, J. L. (2008). *Counseling in schools: Comprehensive programs of response services for all students* (5th ed.). Boston: Pearson.
- Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn: A Fifth Discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Currency Book.
- Somers-Flanagan, J., & Somers-Flanagan, R. (1997). *Tough kids, cool counseling: User-friendly approaches with challenging youth*. Alexandria, VA: American Counseling Association.
- Thompson, C. L., & Rudolph, L. B. (2000). *Counseling children* (5th ed.). Belmont, CA: Wadsworth/Thompson Learning.
- VanAandt, Z., & Hayslip, J. (2001). *Developing your school counseling program: A handbook for systemic planning*. Belmont, CA: Brooks/Cole.
- Vernon, A. (2004). *Counseling children and adolescents* (3rd ed.). Denver, CO: Love Publishing.
- Wagner, W. G. (2003). *Counseling, psychology, and children: A multidimensional approach to intervention*. Upper Saddle River, NJ: Pearson Education.
- Wehrly, B. (1996). *Counseling interracial individuals and families*. Alexandria, VA: American Counseling Association.
- Wood, M. W., & Long, N. J. (1991). *Life space intervention: Talking with children and youth in crisis*. Austin, TX: Pro-Ed.

**AUGUSTA STATE UNIVERSITY**  
 College of Education  
 Department of Educational Leadership, Counseling, and Special Education  
 Counselor Education Program

**WRITING RUBRIC**

**Student name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assignment:** \_\_\_\_\_

1-4	5	6-7	8	9-10	Score
<b>WRITING MECHANICS:</b>					
<b>Organization</b> – paper begins with an appropriate introduction. Transitions lead the reader through the paper in a logical way to a strong and rational conclusion. Details are appropriately placed and support premise of paper.					
<input type="checkbox"/> Little sense of direction <input type="checkbox"/> Paragraphs do not cohere <input type="checkbox"/> No transitions <input type="checkbox"/> Details do not relate to topic <input type="checkbox"/> No clear beginning/ending <input type="checkbox"/> Noticeable information gaps		<input type="checkbox"/> Sequence logical <input type="checkbox"/> Paragraphs cohere most of the time <input type="checkbox"/> May be missing transitions <input type="checkbox"/> Some details missing <input type="checkbox"/> Start/finish need improvement		<input type="checkbox"/> Sequence enhances understanding of topic <input type="checkbox"/> Paragraphs cohere <input type="checkbox"/> Transitions work well <input type="checkbox"/> Details fit/enhance piece <input type="checkbox"/> Clear, inviting beginning/satisfying conclusion makes paper come full circle	
<b>Word Choice / Sentence Structure</b> – writer has carefully chosen words specific to the topic. The paper flows smoothly, without monotony, when read aloud. Sentences are carefully crafted.					
<input type="checkbox"/> Limited vocabulary <input type="checkbox"/> Meaning difficult to determine <input type="checkbox"/> Wording often inaccurate <input type="checkbox"/> Clichés appear frequently <input type="checkbox"/> Rambling, awkward phrasing <input type="checkbox"/> Choppy, incomplete sentences <input type="checkbox"/> No variety		<input type="checkbox"/> Vocabulary ordinary <input type="checkbox"/> Words lack precision; meaning is lost occasionally <input type="checkbox"/> Clichés occasionally appear <input type="checkbox"/> Structure usually correct <input type="checkbox"/> Sometimes awkward <input type="checkbox"/> Doesn't flow smoothly <input type="checkbox"/> Some variety in structure		<input type="checkbox"/> Accurate, interesting, lively vocabulary, appropriate to topic <input type="checkbox"/> Strong, full, rich imagery as appropriate <input type="checkbox"/> Words are concise, eloquent <input type="checkbox"/> Words are chosen carefully / carry their own weight <input type="checkbox"/> Flows easily if read aloud <input type="checkbox"/> Structure effective, deliberate <input type="checkbox"/> Varied sentence structure	
<b>Mechanics</b> – writer has eliminated most, if not all mechanical errors, and uses mechanics to enhance paper.					
<input type="checkbox"/> Numerous errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Some errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Sophisticated use of mechanics <input type="checkbox"/> Few errors in <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation and capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other	
<b>APA Guidelines</b> – writer demonstrates a knowledge of and ability to correctly apply national writing guidelines.					
More than 5 errors in paper <input type="checkbox"/> omitted to cite reference in text <input type="checkbox"/> incorrectly cited reference in text <input type="checkbox"/> improper headings <input type="checkbox"/> reference sheet missing or improperly formatted		Not more than 5 errors in paper <input type="checkbox"/> sometimes failed to cite reference <input type="checkbox"/> some incorrectly formatted citations <input type="checkbox"/> some errors in headings <input type="checkbox"/> some errors in reference citations		Not more than 3 errors in paper Demonstrates understanding of APA formatting in <input type="checkbox"/> citations within text <input type="checkbox"/> heading formation <input type="checkbox"/> reference page	
<b>TOTAL POINTS FOR WRITING MECHANICS</b>					<b>/ 40 pts</b>

**Comments:**

<b>IDEAS AND CONTENT:</b>					
1-4	5	6-7	8	9-10	Score
<b>Ideas and Content</b> – writer thinks critically, knows subject content, and presents a balanced view with enough detail to enhance the paper.					
<input type="checkbox"/> Needs fully developed purpose <input type="checkbox"/> No central idea <input type="checkbox"/> No balance <input type="checkbox"/> No knowledge of topic <input type="checkbox"/> Details missing <input type="checkbox"/> No critical thinking evident		<input type="checkbox"/> Purpose reasonably clear <input type="checkbox"/> Ideas could be more appealing <input type="checkbox"/> Balance a little off <input type="checkbox"/> Knowledge of topic limited <input type="checkbox"/> Skimpy supporting details <input type="checkbox"/> Little critical thinking evident		<input type="checkbox"/> Clear purpose <input type="checkbox"/> Ideas conveyed in insightful, original manner <input type="checkbox"/> Paper is balanced/important ideas stand out <input type="checkbox"/> Knows topic well <input type="checkbox"/> Effective amount, discriminating use of, detail; critical thinking obvious	<b>/50 pts</b>
<b>Requirements of Assignment</b> – has met all requirements of assignment					
Did not meet requirements of assignment		Has met all requirements of assignment		Surpassed all requirements of assignment	<b>/10 pts</b>
<b>TOTAL POINTS FOR IDEAS AND CONTENT</b>					<b>/ 60 pts</b>

**Total Rubric Percentage Points** \_\_\_\_\_/100 %

**Total Earned Points for this Paper**  
 (total percent x total possible points for assignment) \_\_\_\_\_ pts

Comments:

AUGUSTA STATE UNIVERSITY  
College of Education

COUN 6780 School Counseling  
**Guidance Lesson Plan**

<b>Students:</b>
<b>Lesson Number and Topic:</b>
<b>Grade Level or Class:</b>
<b>Goal(s):</b> •
<b>Activities:</b> (After each activity list number of minutes for this activity in parentheses—total not more than 1 hour) •
<b><i>Special modifications for special needs students: (in italics)</i></b> •
<b>Competencies addressed in this lesson</b> (GAQCC /SC and ASCA) •
<b>Assessment</b> (how will you assess student/client achievement as a result of participating in this lesson—examples: pre- and post-tests) •
<b>Materials / handouts / audio visuals used:</b> •
<b>Resources:</b> •
<b>Evaluation:</b>

College of Education  
 COUN 6780 School Counseling  
**Comprehensive School Counseling Program - Elementary**

**Counselor:** \_\_\_\_\_  
**School:** \_\_\_\_\_  
**Month:** \_\_\_\_\_

<b>Group</b>	<b>Activity</b>	<b>GA/SC Standard</b>	<b>ASCA Standard</b>
<b>K</b>	•	•	•
<b>Grade 1</b>	•	•	•
<b>Grade 2</b>	•	•	•
<b>Grade 3</b>	•	•	•
<b>Grade 4</b>	•	•	•
<b>Grade 5</b>	•	•	•
<b>Small Groups</b>	•	•	•
<b>Parents</b>	•	•	•
<b>Staff</b>	•	•	•
<b>Schoolwide or Large Group</b>	•	•	•
<b>District</b>	•	•	•
<b>Community</b>	•	•	•

**Other considerations:**

**AUGUSTA STATE UNIVERSITY**  
College of Education

COUN 6780 School Counseling

**Comprehensive School Counseling Program – Middle School**

**Counselor:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Month:** \_\_\_\_\_

<b>Group</b>	<b>Activity</b>	<b>GA/SC Standard</b>	<b>ASCA Standard</b>
<b>Grade 6</b>	•	•	•
<b>Grade 7</b>	•	•	•
<b>Grade 8</b>	•	•	•
<b>Small Groups</b>	•	•	•
<b>Parents</b>	•	•	•
<b>Staff</b>	•	•	•
<b>Schoolwide or Large Group</b>	•	•	•
<b>District</b>	•	•	•
<b>Community</b>	•	•	•

**Other considerations:**

AUGUSTA STATE UNIVERSITY  
College of Education

COUN 6780 School Counseling

**Comprehensive School Counseling Program – High School**

**Counselor:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Month:** \_\_\_\_\_

<b>Group</b>	<b>Activity</b>	<b>GA/SC Standard</b>	<b>ASCA Standard</b>
<b>Grade 9</b>	•	•	•
<b>Grade 10</b>	•	•	•
<b>Grade 11</b>	•	•	•
<b>Grade 12</b>	•	•	•
<b>Small Groups</b>	•	•	•
<b>Parents</b>	•	•	•
<b>Staff</b>	•	•	•
<b>Schoolwide or Large Group</b>	•	•	•
<b>District</b>	•	•	•
<b>Community</b>	•	•	•

**Other considerations:**