**Campbellsville University**

**School of Education**

**G6, 2017**

**SGC 511 Developmental Guidance for Elementary School Counselors**

**Instructor**: Dr. Lisa Allen

**Office Phone**: (270) 789-5506

**Office Hours**: Mondays 8:00 – Noon; Tuesdays – Fridays 8:00 – 5:00

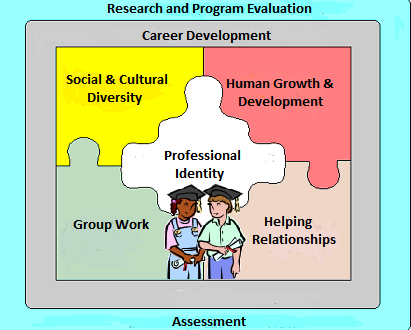
**Cell Phone**: (502) 507-1523 \*No calls after 9:00 pm EST

**Email**: [lsallen@campbellsville.edu](mailto:lsallen@campbellsville.edu)

Adobe Connect Classroom—Mondays 6:00-7:15 pm EST

*Campus Security numbers: Office* ***(270) 789-5556,*** *Cell* ***(270) 403-3611***

# “Empowerment for Learning”

****

**Textbooks**:

American School Counselor Association (2012). The ASCA National Model: A Framework for School Counseling Programs (3rd edition, digital). Alexandria, VA: Author.

Dollarhide, C. & Sginak, K. (2012). *Comprehensive School Counseling Programs: K-12*

*Delivery Systems in Action.* Upper Saddle River, NJ: Pearson.

**Pre-requisites**: None

**Course Description**:

**SGC 511 Developmental Guidance for Elementary School Counselors** (3 credit hours) Candidates will use, manage, analyze, and present data from school-based information systems (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) in order to develop a plan to improve student outcomes for children in elementary schools. They will learn how to access/use current technological systems for aggregating this information (e.g., Infinite Campus). They will design and learn how to implement, monitor, and evaluate a comprehensive developmental elementary school counseling program based on the ASCA National Standards for School Counseling Programs that includes an awareness of various systems that affect students, home, and school. In addition, they will prepare a school counseling calendar that reflects appropriate time commitments and priorities based on assisting students in achieving academic, career, and personal/social competencies identified by the overall developmental guidance program.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky Standards for Guidance Counseling Programs** | **Kentucky Guidance Counselor Program Objectives and Curriculum** | **CU Diversity Indicators** | **InTASC** | **ILA Standards** | **TSSA** | **ISLLC** | **CAEP Advanced Standards for Teaching and Learning** | **CACREP Common Core Areas** | **CACREP School Counselor Professional Knowledge, Skills, and Practices** |
| Comprehensive Developmental Elementary School Counseling Program  200 pts.  Obj. 1-7 | A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d | 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d | A.7, C.2.c, 1.g, 2.a, b, c, d, e, 3.c, 4.d, 5.a, 7.f | 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k | 2, 3, 4, 5, 6 | I.A, B, C, D, II.A, C, D, III.A, B, D, E, F, V.B, D | 1.A, B, C, D, E, 2.A, B, C, I, 3.B, C, D, 4.A, B, C, D, 5.A, B, C, D, E, 6.A | A.1.1, A.1.2 | 1.c, i | A.5, 6, 7, C.2, 4, D.2, 3, 5, E.3, F.3, I.2, 3, 4, 5, J.1, 2, 3, K.1, 2, 3, L.1, 2, 3, M.1, 2, 3, 4, 5, 6, 7, N.1, 2, 3, 4, 5, O.1, 2, 3, 4, 5, P.1, 2 |
| Case Studies  400 pts.  Obj. 1-7 | A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d | 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d | A.7, C.2.c, 1.g, 2.a, b, c, d, e, 3.c, 4.d, 5.a, 7.f | 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k | 2, 3, 4, 5, 6 | I.A, B, C, D, III.A, B, D, E, F | 2.A, B, C, I, 3.B, C, D, 4.A, B, C, D, 5.A, B, C, D, E, 6.A | A.1.1, A.1.2 | 1.c, i | A.5, 6, 7, C.2, 4, D.2, 3, 5, E.3, F.3, I.2, 3, 4, 5, J.1, 2, 3, K.1, 2, 3, L.1, 2, 3, M.1, 2, 3, 4, 5, 6, 7, N.1, 2, 3, 4, 5, O.1, 2, 3, 4, 5, P.1, 2 |
| Field Experiences  100 pts.  Obj.2, 3, 4 | A.2, 4, 5, 9, B.1, 2, 3, 4, 3.d | 1.c, g | A.7, C.2.c, 1.g, 2.a, b, c, d, e, 3.c, 4.d, 5.a, 7.f | 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k | 2, 3, 4, 5, 6 | II.A, C, D, III.A, B, D, E, F | 1.A, B, C, D, E, 2.A, B, C, I, 3.B, C, D, 4.A, B, C, D, 5.A, B, C, D, E, 6.A | A.1.1, A.1.2, A.2.1, A.2.2 | 1.i | D.2, K.3, L.3 |
| Weekly Quizzes  80 pts.  Obj. | A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d | 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d | A.7, C.2.c, 1.g, 2.a, b, c, d, e, 3.c, 4.d, 5.a, 7.f | 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k | 2, 3, 4, 5, 6 | I.A, B, C, D, II.A, C, D, III.A, B, D, E, F, V.B, D | 1.A, B, C, D, E, 2.A, B, C, I, 3.B, C, D, 4.A, B, C, D, 5.A, B, C, D, E, 6.A | A.1.1, A.1.2 | 1.c, i | A.5, 6, 7, C.2, 4, D.2, 3, 5, E.3, F.3, I.2, 3, 4, 5, J.1, 2, 3, K.1, 2, 3, L.1, 2, 3, M.1, 2, 3, 4, 5, 6, 7, N.1, 2, 3, 4, 5, O.1, 2, 3, 4, 5, P.1, 2 |
| Discussion Forums  80 pts.  Obj. 1-7 | A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d | 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d | A.7, C.2.c, 1.g, 2.a, b, c, d, e, 3.c, 4.d, 5.a, 7.f | 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k | 2, 3, 4, 5, 6 | I.A, B, C, D, II.A, C, D, III.A, B, D, E, F, V.B, D | 1.A, B, C, D, E, 2.A, B, C, I, 3.B, C, D, 4.A, B, C, D, 5.A, B, C, D, E, 6.A | A.1.1, A.1.2 | 1.c, i | A.5, 6, 7, C.2, 4, D.2, 3, 5, E.3, F.3, I.2, 3, 4, 5, J.1, 2, 3, K.1, 2, 3, L.1, 2, 3, M.1, 2, 3, 4, 5, 6, 7, N.1, 2, 3, 4, 5, O.1, 2, 3, 4, 5, P.1, 2 |
| Class Participation  80 pts.  Obj. 1-7 | A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d | 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d | A.7, C.2.c, 1.g, 2.a, b, c, d, e, 3.c, 4.d, 5.a, 7.f | 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k | 2, 3, 4, 5, 6 | I.A, B, C, D, II.A, C, D, III.A, B, D, E, F, V.B, D | 1.A, B, C, D, E, 2.A, B, C, I, 3.B, C, D, 4.A, B, C, D, 5.A, B, C, D, E, 6.A | A.1.1, A.1.2 | 1.c, i | A.5, 6, 7, C.2, 4, D.2, 3, 5, E.3, F.3, I.2, 3, 4, 5, J.1, 2, 3, K.1, 2, 3, L.1, 2, 3, M.1, 2, 3, 4, 5, 6, 7, N.1, 2, 3, 4, 5, O.1, 2, 3, 4, 5, P.1, 2 |

**SGC 511 Developmental Guidance for Elementary School Counselors**

**Discussion Forum Scoring Guide**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Initial Response**

**4 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment**  **KSGC:** A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d **KCPGO:** 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d **InTASC:** 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs:** A.1.1, A.1.2 | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support**  **KSGC:** A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d **KCPGO:** 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d **InTASC:** 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs:** A.1.1, A.1.2 | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections**  **KSGC:** A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d **KCPGO:** 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d **InTASC:** 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs:** A.1.1, A.1.2 | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment**  **KSGC:** A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d **KCPGO:** 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d **InTASC:** 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k **CAEP Standards for Advanced Programs:** A.1.1, A.1.2 | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences. | **1-2** sentences. |

**Kentucky Standards for Guidance Counselor Programs Addressed:**

A. Foundations of School Counseling

2. relationship of the school counseling program to the academic and student services

program in the school;

4. strategies of leadership designed to enhance the learning environment of schools;

5. knowledge of the school setting, environment, and pre-K-12 curriculum;

7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family

structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation,

physical and mental status, and equity issues in counseling;

8. knowledge and understanding of community, environmental, and institutional

opportunities that enhance, as well as barriers that impede student academic,

career, and personal/social success and overall development;

9. knowledge and application of current and emerging technology in education and

school counseling to assist students, families, and educators in using resources

that promote informed academic, career, and personal/social choices.

B. Contextual Dimensions of School Counseling

1. advocacy for all students and for effective school counseling programs;

2. coordination, collaboration, referral, and team-building efforts with teachers,

parents, support personnel, and community resources to promote program

objectives and facilitate successful student development and achievement of all

students;

3. integration of the school counseling program into the total school curriculum by

systematically providing information and skills training to assist pre-K-12 students

in maximizing their academic, career, and personal/social development;

4. promotion of the use of counseling and guidance activities and programs by the

total school community to enhance a positive school climate;

5. methods of planning for and presenting school counseling-related educational

programs to administrators, teachers, parents, and the community;

6. methods of planning, developing, implementing, monitoring, and evaluating

Comprehensive developmental counseling programs.

C. Knowledge and Skill Requirements for School Counselors

1. a. use, management, analysis, and presentation of data from school-based information

(e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) to improve student

outcomes;

b. design, implementation, monitoring, and evaluation of comprehensive

developmental school counseling programs (e.g., the *ASCA National Standards*

*For School Counseling Programs*) including an awareness of various systems

that affect students, school, and home;

c. implementation and evaluation of specific strategies that meet program goals

and objectives;

d. identification of student academic, career, and personal/social competencies and

the implementation of processes and activities to assist students in achieving

these competencies;

e. preparation of an action plan and school counseling calendar that reflect

appropriate time commitments and priorities in a comprehensive developmental

school counseling program;

f. strategies for seeking and securing alternative funding for program expansion;

g. use of technology in the design, implementation, monitoring and evaluation of a

comprehensive school counseling program.

1. a. individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;

b. individual, group, and classroom guidance approaches systematically designed to

assist all students with academic, career, and personal/social development;

c. approaches to peer facilitation, including peer helper, peer tutor, and peer

mediation programs;

f. constructive partnerships with parents, guardians, families, and communities in

order to promote each student’s academic, career, and personal/social success.

3. a. strategies to promote, develop, and enhance effective teamwork within the

school and larger community;

b. theories, models, and processes of consultation and change with teachers,

administrators, other school personnel, parents, community groups, agencies,

and students as appropriate;

c. strategies and methods of working with parents, guardians, families, and

communities to empower them to act on behalf of their children;

d. knowledge and skills in conducting programs that are designed to enhance

students’ academic, social, emotional, career, and other developmental needs.

**Kentucky Guidance Counselor Program Objectives and Curriculum Addressed:**

1. Professional Identity

b. professional roles, functions, and relationships with other human service providers;

c. technological competence and computer literacy;

g. advocacy processes needed to address institutional and social barriers that impede

access, equity, and success for clients.

1. Social and Cultural Diversity
2. multicultural and pluralistic trends, including characteristics and concerns between and

within diverse groups nationally and internationally;

1. attitudes, beliefs, understandings, and acculturative experiences, including specific

experiential learning activities;

1. individual, couple, family, group, and community strategies for working with diverse

populations and ethnic groups;

1. theories of multicultural counseling, theories of identity development, and multicultural

competencies;

1. Human Growth and Development

b. theories of learning and personality development;

d. strategies for facilitating optimum development over the life-span;

5. Helping Relationships

e. a general framework for understanding and practicing consultation. Student

experiences should include an examination of the historical development of

consultation, an exploration of the stages of consultation and the major models

of consultation, and an opportunity to apply the theoretical material to case

presentations. Students will begin to develop a personal model of consultation;

f. integration of technological strategies and applications within counseling and consultation

processes.

7. Assessment

b. basic concepts of standardized and non-standardized testing and other assessment

techniques including norm-referenced and criterion referenced assessment,

environmental assessment, performance assessment, individual and group test

and inventory methods, behavioral observations, and computer-managed and computer-

assisted methods;

f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and

other factors related to the assessment and evaluation of individuals, groups and specific

populations;

g. strategies for selecting, administering, and interpreting assessment and evaluation

instruments in counseling.

8. d. principles, models, and applications of needs assessment, program evaluation, and use of

findings to effect program modifications.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas Addressed:**

1. Professional Orientation and Ethical Practice

c. counselors’ roles and responsibilities as member of an interdisciplinary emergency

management response team during a local, regional, or national crisis, disaster or

other trauma-causing event;

1. advocacy processes needed to address institutional and social barriers that impede

access, equity, and success for clients.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP)**

**School Counselor Professional Knowledge, Skills, and Practices Addressed:**

Foundations

1. Knowledge

5. understands current models of school counseling programs (e.g.,

American School Counselor Association [ASCA] National Model) and

their integral relationship to the total educational program;.

6. understands the effects of (a) atypical growth and development, (b) health

and wellness, (c) language, (d) ability level, (e) multicultural issues, and

(f) factors of resiliency on student learning and development;

7. understands the operation of the school emergency management plan and

the roles and responsibilities of the school counselor during crises,

disasters, and other trauma-causing events.

Counseling, Prevention, and Intervention

1. Knowledge

2. knows how to design, implement, manage, and evaluate programs to

enhance the academic, career, and personal/social development of

students;

4. knows how to design, implement, manage, and evaluate transition

programs, including school-to-work, postsecondaqry planning, and

college admissions counseling.

D. Skills and Practices

2. provides individual and group counseling and classroom guidance to

promote the academic, career, and personal/social development of

students;

3. designs and implements prevention and intervention plans related to

the effects of (a) atypical growth and development, (b) health and

wellness, (c) language, (d) ability level, (e) multicultural issues, and

(f) factors of resiliency on student learning and development;

5. demonstrates the ability to recognize his or her limitations as a

school counselor and to seek supervision or refer clients when

appropriate.

Diversity and Advocacy

E. Knowledge

3. Understands the ways in which educational policies, programs, and

practices can be developed, adapted, and modified to be culturally

congruent with the needs of students and their families.

F. Skills and Practices

3. Advocates for school policies, programs, and services that enhance a

positive school climate and are equitable and responsive to multicultural

student populations.

Research and Evaluation

I. Knowledge

2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school

counseling (e.g., behavioral observation, program evaluation).

4. Knows current methods of using data to inform decision making and

Accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the

school counseling research literature.

J. Skills and Practice

1. Applies relevant research findings to inform the practice of school   
 counseling.

2. Develops measurable outcomes for school counseling programs, activities,

interventions, and experiences.

3. Analyzes and uses data to enhance school counseling programs.

Academic Development

K. Knowledge

1. Understands the relationship of the school counseling program to the

academic mission of the school;

2. Understands the concepts, principles, strategies, programs, and practices

designed to close the achievement gap, promote student academic

Success, and prevent students from dropping out of school;

3. Understands curriculum design, lesson plan development, classroom

management strategies, and differentiated instructional strategies for

teaching counseling- and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development;

2. Implements strategies and activities to prepare students for a full range of

postsecondary options and opportunities;

3. Implements differentiated instructional strategies that draw on subject

matter and pedagogical content knowledge and skills to promote student

achievement.

Collaboration and Consultation

M. Knowledge

1. Understands the ways in which student development, well-being, and

Learning are enhanced by family-school-community collaboration;

2. Knows strategies to promote, develop, and enhance effective teamwork

Within the school and the larger community;

3. Knows how to build effective working teams of school staff, parents, and

community members to promote the academic, career, and

personal/social development of students;

4. Understands systems theories, models, and processes of consultation in

school system settings;

5. Knows strategies and methods for working with parents, guardians,

families, and communities to empower them to act on behalf of their

children;

6. Understands the various peer programming interventions (e.g., peer

Mediation, peer mentoring, peer tutoring) and how to coordinate them;

7. Knows school and community collaboration models for crisis/disaster

preparedness and response.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their

children to address problems that affect student success in school;

2. Locates resources in the community that can be used in the school to

improve student achievement and success;

` 3. Consults with teachers, staff, and community-based organizations to

promote student academic, career, and personal/social development;

4. Uses peer helping strategies in the school counseling program;

5. Uses referral procedures with helping agents in the community (e.g.,

mental health centers, businesses, service groups) to secure

assistance for students and their families.

Leadership

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.

2. Knows strategies of leadership designed to enhance the learning

environment of schools.

3. Knows how to design, implement, manage, and evaluate a comprehensive

school counseling program.

4. Understands the important role of the school counselor as a system change

agent.

5. Understands the school counselor’s role in student assistance programs,

school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of

a comprehensive developmental school counseling program;

2. Plans and presents school-counseling-related educational programs for use

with parents and teachers (e.g., parent education programs, materials used

in classroom guidance and advisor/advisee programs for teachers.

**CU Diversity Proficiencies (from KSGCP) Addressed:**

A.7. Understands the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling.

C.2.c. Understands issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide.

1. g. Advocates to address institutional and social barriers that impede access, equity, and success for clients.

2. a. Understands multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.

2.b. Understands attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities.

2.c. Implements individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

2.d. Understands the counselors’ roles in social justice advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination to the growth of the human spirit, mind, or body.

2.e. Utilizes theories of multicultural counseling, theories of identity development, and multicultural competencies.

3.c. Understands human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

4.d. Understands interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development.

5.a. Develops counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

7.f. Understands age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations.

**Interstate Teacher Assessment and Support Consortium (*InTASC*) Addressed:**

InTASC 1 Learner Development

InTASC 2 Learner Differences InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*) Addressed:**

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*) Standards for Advanced Programs Addressed:**

Standard A.1 Content and Pedagogical Knowledge

Standard A.2 Clinical Partnerships and Practice

**Technology Standards for School Administrators (TSSA) Addressed:**

Standard I. Leadership and Vision

Standard II. Learning and Teaching

Standard III. Productivity and Professional Practice

Standard V. Assessment and Evaluation

**Educational Leadership Policy Standards (ISLLC) Addressed:**

Standard 1 Facilitating the development, articulation, implementation, and stewardship of a

vision of learning that is shared and supported by all stakeholders

Standard 2 Advocating, nurturing, and sustaining a school culture and instructional program

conducive to student learning and staff professional growth

Standard 3 Ensuring management of the organization, operation, and resources for a safe,

efficient, and effective learning environment

Standard 4 Collaborating with faculty and community members, responding to diverse

community interests and needs, and mobilizing community resources

Standard 5 Acting with integrity, fairness, and in an ethical manner

Standard 6 Understanding, responding to and influencing the political, social, economic, legal,

and cultural context

**SPECIFIC OBJECTIVES:**

Upon completion of this course, candidates will:

1. Candidates will summarize how the national association defines comprehensive school counseling programs and will explain the importance of expectations and standards as defined by the national association for professional school counselors.
2. Candidates will identify the qualities of effective and ineffective schools.
3. Candidates will identify the qualities of developmentally appropriate educational programs.
4. Candidates will describe healthy relationships with colleagues in a healthy school system, understanding the role of the school counselor to other professional and support personnel in the school.
5. Candidates will articulate the rationale for leadership by the school counselor to address closing the achievement gap, promoting student success, and preventing drop out behaviors.
6. Candidates will define “participatory leadership” and “distributed leadership” and how they impact healthy relationships within schools.
7. Candidates will describe the need to monitor achievement, equity, and access to resources using outcomes-research findings and best practices from professional literature.

**COURSE TASKS/Requirements:**

**Class Participation (80 pts.)** Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments.

**Comprehensive Developmental Elementary School Counseling Program (200 pts.)** Candidates will use, manage, analyze, and present data from school-based information systems (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) in order to develop a plan based on the ASCA National Standards for School Counseling Programs to improve student outcomes for children in elementary schools. They will prepare a school counseling calendar that reflects appropriate time commitments and priorities based on assisting students in achieving academic, career, and personal/social competencies identified by the overall developmental guidance program. In addition, they will investigate MUNIS on the Kentucky Department of Education website in order to determine factors affecting funding for personnel and programs.

**Case Studies (400 pts.)** Candidates will read and write reflections on case studies that represent issues and challenges faced by school counselors and will integrate systems for dealing with these issues into their comprehensive developmental elementary school counseling programs.

**Quizzes (80 pts.)** Candidates will take weekly quizzes that address the major topics of this course.

**Field Experiences (100 pts.)** Candidates will observe and assist an elementary school counselor planning and providing classroom guidance. Candidates will write a reflection about the experience. (5 hours observing and assisting)

**And**

Candidates will observe and assist an elementary school counselor planning and providing classroom guidance in classrooms that contain students representing two different diversities (e.g. students receiving free/reduced lunch, students with disabilities, students with cultural or ethnic diversity, etc.) or resource classrooms for students with disabilities. Candidates will write a reflection about the experience. (5 hours observing and assisting)

**Discussion Forums (80 pts.)** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**EVALUATION Process and expectations:**

Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition, rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

**GRADING SCALE:** A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**RUBRICS:**

**Campbellsville University MAEd in School Counseling**

**Comprehensive Developmental Elementary School Guidance Program**

**Scoring Guide**

**200 pts.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate Name

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Name

**Directions:** Candidates will use, manage, analyze, and present data from school-based information systems (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) in order to develop a plan based on the ASCA National Standards for School Counseling Programs to improve student outcomes for children in elementary schools.  They will prepare a school counseling calendar that reflects appropriate time commitments and priorities based on assisting students in achieving academic, career, and personal/social competencies identified by the overall developmental guidance program.  In addition, they will investigate MUNIS on the Kentucky Department of Education website in order to determine factors affecting funding for personnel and programs.

The Comprehensive Developmental Elementary School Counseling Program should follow the order of the scoring guide with sections clearly labeled. Candidates should utilize the templates provided in the ASCA National Model with accompanying explanatory narrative.

The purpose of this assessment is to measure the candidate’s knowledge and skill in developing and implementing an overall school counseling program that is developmentally appropriate for elementary schools and students. This assessment addresses most of the Kentucky Standards for Guidance Counselor Programs and the Kentucky Guidance Counselor Program Objectives and Curriculum. ***Candidates must score a minimum of Developing (2) on each section of the Comprehensive Developmental Elementary School Counseling Program in order to progress through the rest of the program.***

The scoring guide is for documenting the level of mastery for each section of the Comprehensive Developmental Elementary School Guidance Program based on the descriptors and utilizing the following scale: **4= Exemplary, 3=Accomplished, 2=Developing, 1=Ineffective**. **Exemplary (4)** mastery is demonstrated by including all components in the descriptor at a level of specificity that demonstrates deep understanding of what the program will look like and how the program will function interrelated to the other programs in the school. **Accomplished (3)** mastery is demonstrated by including all components in the descriptor with a general understanding of what the program will look like and how the program will function interrelated to the other programs in the school. **Developing (2)** mastery is demonstrated by including the components in the descriptor with a general understanding of what the program will look like but little understanding demonstrated of how the program will function interrelated to the other programs in the school. **Ineffective (1)** mastery does not include key components of a comprehensive school counseling program or is not developmentally appropriate for elementary schools or students.

Total Points\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Holistic Score\_\_\_\_\_\_\_\_\_\_\_\_

(Kentucky Standards for Guidance Counselor Programs, Kentucky Guidance Counselor Program Objectives and Curriculum, CAEP Standards for Advanced Programs, InTASC Model Core Teaching Standards)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sections | 180-200 (4) | 160-179 (3) | 140-159 (2) | Below 140 (1) |
| **I. Foundation**  **KSGCP:** A 2, 4, 5, B 1  **KGCPOC:** 1 b, g  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:** 10 b, c, j | Section I includes a discussion of foundational beliefs about the role of the Comprehensive Developmental Elementary School Guidance Program in the mission of the school and createsa vision of what the school will look like when the program is fully implemented, and an overall mission statement for the School Guidance Program. | Section I includes a discussion of about the role of the Comprehensive Developmental Elementary School Guidance Program in the mission of the school, but does not really connect that role to foundational beliefs. It includes a vision of what the school will look like when the program is fully implemented, and an overall mission statement for the School Guidance Program. | Section I includes a vision of what the school will look like when the program is fully implemented, and an overall mission statement for the School Guidance Program, but it is not connected to the overall school mission statement. | Stated beliefs, vision, and mission statement for the Comprehensive Developmental School Counseling Program are not developmentally appropriate for elementary students. |
| **II. Data Analysis**  **(ASCA School Data Profile Template)**  **KSGCP:** A 9, C 1 a, g)  **KGCPOC:** 1 c, 7 b, 8 d)  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:** 9 c, f | Data analysis includes more than five types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) | Data analysis includes four to five types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) | Data analysis includes more than three to four types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) | Data analysis includes fewer than three types of data from school based systems (ie. standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessment) |
| **Data Analysis**  **(Narrative)**  **KSGCP:** A 7, 8  **KGCPOC**: 7 f, g)  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:**  10 j | Data analysis section includes discussion about how the data is used, managed, analyzed, and presented as it draws specific conclusions about school and student demographic group needs based on data and sets overall program goals based on findings. | Data analysis section draws general conclusions about overall school needs based on data and sets program goals based on the data. | Data analysis section draws conclusions about overall school needs but program goals seem unconnected to the data or program goals are not identified. | Data is simply presented with no analysis. |
| **III. Curriculum**  **(School Counseling Core Curriculum**  **Action Plan Template)**  **KSGCP:** B 3, 4, 5, 6, C 1 c, C 2 b  **KGCPOC:** 2 b 3 b, d  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2  **InTASC:** 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 7 c, d, 9 b, c, e, f | Curriculum plan identifies **specific** grade levels, lessons, materials/resources, and student outcomes. | Curriculum plan identifies general information about grade levels, lessons, materials/resources, and student outcomes. | Curriculum plan addresses most of the required components. | Curriculum plan addresses few of the required components. |
| **Curriculum (Narrative)**  **KSGCP:** C 1 d  **KGCPOC:** 2 a)  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC**: 1 a, b, c, 7 c, d, 9 b, c, e, f | Narrative section provides an overall discussion about specific program goals (based on data analysis) and hypothesizes how the overall curriculum will help individual students (demographic groups/student outcomes) and the school as a whole meet these goals. | Narrative section provides an overall discussion about specific program goals (based on data analysis) and how the overall curriculum will the school as a whole meet these goals, but individual students (demographic groups/outcomes) are not addressed. | Narrative section provides an overall discussion about specific program goals, **but the goals are not based on data analysis**. It also includes a discussion of how the overall curriculum will the school as a whole meet these goals, but individual students (demographic groups/outcomes) are not addressed. | Narrative section does not address overall program goals or the expected impact on the school as a whole. |
| **IV. Responsive Services**  **(Narrative)**  **KSGCP:** B 2, C 2 a, c, f, C 3 a, b, c, d  **KGCPOC** 2 c, e, 5 e, f  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 1 a, b, c, 10 b, c, d, e, f, i, j, k | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students justifying specifically how consultation, personal counseling, crisis counseling, and referrals to community services are integrated into the overall curriculum and calendar and how students, parents, and faculty are informed about these processes. | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students covering specifically how consultation, personal counseling, crisis counseling, and referrals to community services are integrated into the overall curriculum and calendar or how students, parents, and faculty are informed about these processes. | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students through consultation, personal counseling, crisis counseling, and referrals to community services. | Narrative section includes a discussion of how the counseling program will meet the immediate needs of students. |
| **V. School Calendar (Yearly)**  **KSGCP:** C 1 e)  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 7 c, d, 9 b, c, e, f | Calendar integrates major curriculum themes/topics and grade levels for the entire school year. | Calendar reflects major curriculum themes/topics and grade levels for less than one school year. | Calendar reflects major curriculum themes/topics or grade levels for one school year. | Calendar reflects major curriculum themes/topics for less than one school year. |
| **VI. Funding (Narrative)**  **KSGCP:** C 1 f  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 7 c, d | Section VI operationalizes funding for the program and personnel including MUNIS and its impact on program funding. | Section V includes a discussion of how the program and personnel will be funded in general, but MUNIS is not referred to specifically. | Section V discusses overall school funding in general, but it isn’t specifically connected to the school guidance program. | Section V discusses school funding specific to a certain school, but it isn’t specifically connected to the school guidance program. |
| **VII. Program Evaluation Plan**  **KSGCP:** C 1 b  **KGCPOC:** 8 c, d, e  **CAEP Standards for Advanced Programs:** A.l.1, A.1.2  **InTASC:** 4 b, d, e, 6 e, 9 b, c, e, f, 10b, c, d, e, f, i, j, k | Section VII recommends a plan for evaluating specific components (ie. curriculum for each grade level, goal accomplishment, time management, personnel etc.) It specifies when and how the evaluation will be conducted and how the results will be used in program improvement. | Section VI includes a plan for evaluating specific components (ie. curriculum for each grade level, goal accomplishment, time management, personnel etc.) It specifies when and how the evaluation will be conducted, but not how the results will be used in program improvement. | Section VI includes a plan for evaluating some components but important components of the program are left out. It specifies when and how the evaluation will be conducted, but not how the results will be used in program improvement. | Section VI includes a general plan for evaluating the overall program. |
| **General Assignment** | Program sections are clearly labeled in the order they appear on the scoring guide. All portions of the program are in one document. | Program sections are clearly labeled in the document, but some may be in a different order than the scoring guide. All portions of the program are in one document. | Program sections are clearly labeled in the document, but some portions of the program are not included. | Program sections are not labelled. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted on or before the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**SGC 511 Case Study**

**Scoring Guide**

**50 pts.**

Write a 3-5 page response to the discussion questions at the end of the case study you chose. Do not rewrite the questions in your response.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **45-50** | **40-44** | **35-39** | **Below 35** |
| **General Assignment**  **KSGCP**: A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d  **KGCPOC**: 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d  **InTASC**: 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k  **CAEP** **Standards for Advanced Programs**: A.1.1, A.1.2 | Reflection contains a response to each question in equal amounts. | Reflection contains a response to each question, but some are more developed than others. | Reflection contains a response to most of the questions. | Reflection only contains a response to few or only one of the questions. |
| **Length** | Three to five full pages of content | Two to three full pages of content | One-two full pages of content | Less than one full page of content |
| **Support**  **KSGCP**: A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d  **KGCPOC**: 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d  **InTASC**: 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k  **CAEP** **Standards for Advanced Programs**: A.1.1, A.1.2 | Observations and/or statements are logical and supported by information from the text. | Observations and/or statements are logical but made with little or loose support from the text. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  **KSGCP**: A.2, 4, 5, 7, 8, 9, B.1, 2, 3, 4, 5, 6, C.1.a, b, c, d, e, f, g, 2.a, b, c, f, 3.a, b, c, d  **KGCPOC**: 1.b, c, g, 2.a, b, c, e 3.b, d, 5.e, f, 7.b, f, g, 8.d  **InTASC**: 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k  **CAEP** **Standards for Advanced Programs**: A.1.1, A.1.2 | Reflection makes clear connections to SGC 511 content | Reflection makes loose connections to SGC 511 content. | Reflection makes little connection to SGC 511. | No attempt is made to connect the experience to SGC 511. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**SGC 511 Field Experience Reflection**

**Scoring Guide**

**100 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **General Assignment**  **KSGCP:** A.2, 4, 5, 9, B.1, 2, 3, 4, 3.d  **KGCPOC:** 1.c, g  **InTASC:** 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2, A.2.1, A.2.2 | Reflection contains information from all parts of the field experience in equal amounts | Reflection contains information from all parts of the field experience, but some are more developed than the others. | Reflection contains information from most of the field experience. | Reflection only contains information from a small part of the field experience. |
| **General Assignment** | Overall topics/headings are developed and supported with information from entire field experience. | The parts of the field experience are in separate un-integrated sections of the paper. | The reflection contains a list of experiences and with little real reflection. | Reflection contains little information. |
| **Length** | Five or more full pages of content | Four to five full pages of content | Three to four full pages of content | Less than three full pages of content |
| **Support**  **KSGCP:** A.2, 4, 5, 9, B.1, 2, 3, 4, 3.d  **KGCPOC:** 1.c, g  **InTASC:** 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2, A.2.1, A.2.2 | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  **KSGCP:** A.2, 4, 5, 9, B.1, 2, 3, 4, 3.d  **KGCPOC:** 1.c, g  **InTASC:** 1 a, b, c, 2 a, b, c, d, 3 a, d, f, 4 b, d, e, 5 d, f, g, 6 e, 7 c, d, 8 d, i, 9 b, c, e, f, 10 b, c, d, e, f, i, j, k  **CAEP Standards for Advanced Programs:** A.1.1, A.1.2, A.2.1, A.2.2 | Reflection makes clear connections to SGC content | Reflection makes loose connections to SGC content. | Reflection makes little connection to SGC content. | No attempt is made to connect the experience to SGC content. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Disability Statement:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at (270) 789-5450 to inquire about services.

.

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

## Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment

and to comply with Title IX of the Education Amendments of 1972 and guidance from

the Office for Civil Rights, the University requires all responsible employees, which

includes faculty members, to report incidents of sexual misconduct shared by students

to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are

available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**REFERENCES:**

Barna, J. & Brott, P. (2011). How important is personal/social development to academic achievement? The

elementary school counselor’s perspective, *Professional School Counseling*, 14(3), 242-249.

Barna, J. & Brott, P. (2013). Making the grade: The importance of academic enablers in the elementary

school counseling program, *Professional School Counseling*, 17(1), 97-110.

Bertram, B. (2014). Embedding into the culture of an organization. *Counseling Today*, 56(8),

56-60.

Carey, J.& Dimmitt, C. (2012). School counseling and student outcomes: Summary of six

statewide studies. *Professional School Counseling*, 16(2), 146-153.

Clemens, E. V., Carey, J. C., & Harrington, K. M. (2010). The school counseling program

implementation survey: Initial instrument development and exploratory factor

analysis. *Professional School Counseling*, 14(2), 125-134.

Dimmit, C. & Carey, J. (2007). Using the ASCA national model to facilitate school transitions.

Professional *School Counseling*, 10(3), 227-232.

Dollarhide, C. (2013). The messy process of school counselor leadership. *ASCA School*

*Counselor*, 50(6), 10-18.

Duarte, D. & Hatch, T. (2015). Successful implementation of a federally funded violence prevention

elementary school counseling program. *Professional School Counseling*, 18(1), 71-81.

Eppler, C., Olsen, J., & Hidano, L. (2009). Using stories in elementary school counseling: Brief,

narrative techniques. *Professional School Counseling*, 12(5), 387-391.

Galassi, J., Griffin, D., & Akos, P. (2008). Strengths-based school counseling and the ASCA

National Model. *Professional School Counseling*, 12(2), 176-181.

Gruman, D., Marston, T., & Koon, H. (2013). Bringing mental health needs into focus through

school counseling program transformation. *Professional School Counseling*, 16(5),

333-341.

Gysbers, N. (2013). Career-ready students: A goal of comprehensive school counseling

programs. *Career Development Quarterly*, 61(3), 283-288.

Khattab, N, & Jones, C. (2007). Growing up girl: Preparing for change through group work. *Journal for*

*Specialists in Group Wor*k, 32(1), 41-50.

Lapan, R. (2012). Comprehensive school counseling programs: In some schools for some

students but not in all schools for all students. *Professional School Counseling*, 16(2),

84-88.

Lemberger, M. & Nash, E. (2008). School counselors and the influence of Adler: Individual

psychology since the advent of the ASCA National Model. *Journal of Individual*

*Psyschology*, 64(4), 386-402.

Lindwall, J. & Coleman, H. (2008). The elementary school counselor’s role in fostering caring school

communities. *Professional School Counseling*, 12(2), 144-148.

Martin, I. & Carey, J. (2012). Evaluation capacity within state-level school counseling

programs: A cross-case analysis. *Professional School Counseling*, 15(3), 132-143.

Palmer, C. & Duba, J. (2009). Using reality therapy in schools: Its potential impact on the

*effectiveness* of the ASCA National Model. *International Journal of Reality Therapy*,

29(1), 5-12.

Shallcross, L. (2013). Building a more complete client picture. *Counseling Today*, 55(10),

30-39.

Steen, S. (2009). Group counseling for African-American elementary students: an exploratory study.

*Journal for Specialists in Group Work*, 34(2), 101-117.

Stevens, H. & Wilkerson, K. (2010). The developmental assets and ASCA’s national standards: A

crosswalk review, Professional School Counseling, 13(4), 227-233.

Villalba, J. (2007). Incorporating wellness into group work in elementary schools. *Journal for Specialists in*

*Group Work*, 32(1), 31-40.

Wilkerson, K., Perusse, R., & Hughes, A. (2013). Comprehensive school counseling programs

and student achievement outcomes: A comparative analysis of RAMP versus Non-

RAMP schools. *Professional School Counseling*, 16(3), 172-184.

Williford, A. (2015). Intervening in bullying: differences across elementary school staff members in

attitudes, perceptions, and self-efficacy beliefs. *Children and Schools*, 37(3), 175-184.

Wong, K. (2013). The leader within. *ASCA School Counselor*, 50(6), 22-33.

Young, A. & Kaffenberger, C. (2011). The beliefs and practices of school counselors who use

data to implement comprehensive school counseling programs. *Professional School*

*Counseling*, 15(2), 67-76.

Young, A. (2013). Building-level leadership. *ASCA School Counselor*, 50(6), 34-40.

Ziff, K., Pierce, L., Johanson, S., & King, M. (2012). ArtBreak: A creative group counseling program for

children. *Journal of Creativity in Mental Health*, 7(1), 108-121.