COURSE SYLLABUS

EDCE 661: SCHOOL COUNSELING PROGRAM DEVELOPMENT AND EVALUATION INTENSIVE (IN-RESIDENCE)

COURSE DESCRIPTION

This course is designed to examine the planning, development, organization, implementation, and evaluation of comprehensive developmental K-12 school counseling programs that promote access and equity for all students.

RATIONALE

Based on a Biblical world view, the goal is to synthesize academic knowledge and skills with Biblical values, moral dimensions, and ethical implications. The school counselor licensure program at Liberty University maintains a continuous cycle of evaluation and revision in order to achieve its mission of developing competent professionals with a Biblical world view for Christian, public, and private schools. This course is designed to examine the planning, development, organization, implementation, and evaluation of comprehensive developmental K-12 school counseling programs that promote access and equity for all students. Students will learn about academic- and systems-focused programming, strategies for closing the achievement gap, and methods for working with culturally diverse students and students with special needs.

I. PREREQUISITES

None

II. REQUIRED RESOURCE PURCHASES

Required Materials

Text Books

American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs* (3rd edition). American School Counselor Association (ISBN: 1929289325).

Dollarhide, C. T., & Saginak, K. A. (2017*). Comprehensive school counseling programs: K-12 delivery systems in action* (3rd ed.). Pearson (ISBN: 9780133905212).

Schellenberg, R. C. (2012). *The school counselor's study guide for credentialing exams*. Routledge/Taylor and Francis (ISBN: 9780415888752).

Schellenberg, R. (2013). *A new era in school counseling: A practical guide* (2nd ed.). Lanham, MD: Rowman Littlefield Education. ISBN: 978-1-4758-0457-7.

Articles

Astramovich, R. L., Coker, J. K., & Hoskins, W. J. (2005). Training school counselors in program evaluation. *Professional School Counseling*, 9, 49-55.

Carey, J., Harrity, J., & Dimmitt, C. (2005). The development of a self-assessment instrument to measure a school district's readiness to implement the ASCA national model. *Professional School Counseling*, 8, 305-403.

Dahir, C. A. (2004). Supporting a nation of learners: The role of school counseling in educational reform. *Journal of Counseling and Development,* 3, 344-354.

Schellenberg, R., & Grothaus, T. (2011). Using culturally competent responsive services to improve student achievement and behavior. *Professional School Counseling,* 14, 222-230. Article available at www.thenewschoolcounselor.org.

Schellenberg, R. (2007). Standards blending: Aligning school counseling programs with school academic achievement missions. *Virginia Counselors Journal, 29,* 13-20. Article available at www.thenewschoolcounselor.org.

Other Resources/Materials

School Counseling Program Handbook
(www.liberty.edu/academics/education/graduate/index.cfm?PID=14591)

ASCA National School Counseling Standards
(www. schoolcounselor.org/)

ASCA School Counseling Ethical Standards
(www. schoolcounselor.org/)

LiveText.com membership: This is a website for portfolio development and the submission of major course assignments. A one-time purchase is required for all students in the School Counseling Program. ISBN: 9780979663567.

Disclaimer: The above resources provide information consistent with the latest research regarding the subject area. Liberty University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio/video output equipment

B. Internet access (broadband recommended)

C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

A.   Design, implement, manage, and evaluate an ethical and legal comprehensive developmental school counseling program that includes individual and group counseling classroom guidance to promote the academic, career, and personal/social development of students.
(CACREP – SC: A.2, A.5, B.1, D.1, D.2, D.4, D.5, O.2, O.3, O.4, P.1, P.2); assessed with Quiz #1, Quiz #4, Individual Student Planning, Individual Counseling Treatment Plan, Classroom Guidance Lesson, Systems Support Presentation, and the Comprehensive School Counseling Program.

B.   Design, implement, manage, and evaluate programs and practices that include transitioning, school-to-work, postsecondary planning, peer programming, and college admissions to enhance the academic, career, and personal/social development of students.
(CACREP – SC: C.2, C.4, L.2, M.6, N.4); assessed with Quiz #1, Quiz #2, Quiz #3, Systems Support Presentation, Individual Counseling Treatment Plan, and Individual Student Planning.

C.   Demonstrates an understanding of curriculum design, lesson plan development, classroom management strategies; and the implementation of differentiated instructional strategies for teaching counseling-related material and material that draws on subject matter and pedagogical content to promote student achievement.
(CACREP – SC: K.3, L.3); assessed with Quiz #2, Quiz #4, Classroom Guidance Lesson.

D.   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.
(CACREP – SC: A.6, D.3); assessed with Quiz #1, Quiz #2, Individual Student Planning, Individual Counseling Treatment Plan, and Classroom Guidance Lesson.

E.   Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development, and consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
(CACREP – SC: E.3, E.4, F.1, N.3); assessed with Quiz #1, Quiz 3, Classroom Guidance Lesson, Student Individual Treatment Plan, Student Individual Planning.

F.   Identifies various forms assessments and assessment strategy to fit students' needs and evaluate students' academic, career, and personal/social development, and assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
(CACREP – SC: G.3, H.1, H.2); assessed with Quiz #1, Quiz #2, Quiz #3, Classroom Guidance Lesson and Comprehensive School Counseling Program.

G.   Demonstrates an understanding of the outcome research data and best practices identified in the school counseling research literature, and how to critically evaluate relevant research and apply research findings to inform the practice of school counseling.
(CACREP – SC: I.1, I.5, J.1); assessed with Quiz #3, Systems Support Presentation, Individual Counseling Treatment Plan, Classroom Guidance Lesson, and Comprehensive School Counseling Program.

H.   Demonstrates an understanding of current methods of analyzing and using data to inform decision making, accountability (e.g., school improvement plan, school report card), and

to enhance school counseling programs; and assesses barriers that impede students' academic, career, and personal/social development and analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
(CACREP – SC: H.3, H.5, I.4, J.3); assessed with Quiz #1, Quiz #3, Systems Support Presentation,Individual Counseling Treatment Plan, and Comprehensive School Counseling Program.

I.   Develops measurable outcomes for school counseling programs, activities, interventions, and experiences, and knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, models of program evaluation).
(CACREP – SC: I.2, I.3, J.2); assessed with Quiz #1, Quiz #3, Quiz #4, Individual Counseling Treatment Plan, and Classroom Guidance Lesson.

J.   Demonstrates an understanding of the relationship of the school counseling program to the academic mission of the school, and conducts programs designed to enhance student academic development, understanding 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.
(CACREP – SC: K.1, K.2, L.1, M.1, M.3); assessed with Quiz #1, Quiz #4, Systems Support Presentation, Classroom Guidance Lesson, and Comprehensive School Counseling Program.

V.   METHODS OF INSTRUCTION

Student-led discussions, student and instructor presentations, lectures, article/text readings, case studies, and group activities.

VI.   COURSE REQUIREMENTS AND ASSIGNMENTS

A.   Textbook readings, lecture presentations and articles aid students in completing the assignments required below.

B.   Class Participation and Attendance

Participation in all in-residence classes is critical to evaluating the mastery of the learning objectives for this course, demonstrating understanding and the ability to apply knowledge gleaned from course texts, lecture presentations, and assigned research articles. Students **will not use work from other classes** to satisfy requirements for this course. Please know that you must be present for the full day for all intensive class meetings in order to pass the course. So, please do not schedule appointments during the dates you plan to be in-residence for the intensive. And, since homework is a part of the intensive week, please do not make plans after class meetings that would interfere with you ability to complete homework assignments. Students must also complete the self-assessment in **LiveText, which is worth 50 points of the participation and attendance grade.**

C.   K-12 Classroom Guidance Lesson (Collaborative Project)

The guidance curriculum is generally a preventative method of program delivery that is standards-based and related to student health and well-being. In collaborative groups (assigned during intensive by instructor), students select the

target school-age population to be served (i.e., elementary, middle, or high school) and create a PowerPoint presentation. Students crosswalk curriculum (core academic standards with the school counseling standards) and creates measurable objectives and pre-post lesson measures to evaluate the effectiveness of the guidance curriculum in meeting stated objectives. Students will present all components of the rubric on the final day of the intensive. The presentation will be 30-45 minutes in length. See instructions sheet in Bb for specific components and rubric for this assignment.

D. Elementary School Individual Counseling Case Conceptualization & Treatment Plan

Individual counseling in the schools is a responsive service that involves one-to-one counseling with a student. A case is presented and students will be asked to conceptualize the case and create a culturally sensitive, developmentally appropriate plan for treatment within the scope of school counseling. See instructions sheet in Bb for specific components and rubric for this assignment.

E. High School System Support Program

Students create a PowerPoint with lecture notes that introduces parents, teachers, and administrators to a comprehensive school counseling program based on the ASCA National Model that incorporates an ongoing transition program aimed at promoting a successful transition from middle school to high school and from high school to a post-secondary career path. See instructions sheet in Bb for specific components and rubric for this assignment.

F. Comprehensive School Counseling Program **(BENCHMARK)**
Student designs a comprehensive school counseling program to include a plan for evaluation. Students DO NOT submit this assignment to Bb gradebook or via email. This assignment is NOT to be submitted as a file in LiveText. This assignment is completed via the template in **LiveText** ONLY. **Students need to paste or type directly into LiveText template for this assignment. Read the assignment instructions sheet and rubric carefully.** Contact LiveText if you have any issues (do not contact me). LiveText support is available and can walk you through submission. Please become familiar with LiveText prior to the date of your submission.

G. Reading Quizzes (4)

Students complete four 60-minute, multiple choice, timed quizzes that cover content from the Dollarhide text book chapters. Students have access to all quizzes from the first day of the course. The quizzes must be completed by 11:59 p.m. (ET) on the day before the first intensive class meeting.

Students may use the text book, however, the student has approximately 1 minute per question, which means that the student would need to have read the chapters

in order to do well on the assessment. Only material covered in the Dollarhide course text book will be on the quizzes. Please read and study your text book material prior to the quizzes. Once you access the quiz the timer begins. Students will know their scores immediately and the correct responses will be given to promote student learning. Students should anticipate technological issues and have a back-up plan in place prior to starting each quiz. ==Quizzes taken after the first day of the intensive will not be considered.== There are 40 items per quiz (20 items per chapter). Each item is worth 1.25 points for a total of 50 points per quiz. Students who exceed the allotted 60 minutes: 1 point will be deducted for every 5 minutes over the allotted timeframe. Each quiz can only be taken one time.

VII. COURSE GRADING AND POLICIES

A. Points

Class Participation ==(self-assessment in LiveText worth 50 points)==	100
K-12 Classroom Guidance Presentation (Collaborative)	200
Elementary School Individual Counseling and Treatment Plan	200
High School Systems Support Program	100
Comprehensive School Counseling Program (Benchmark)	200
Reading Quizzes (4 at 50 pts ea)	200
Total	1000

B. Scale

A = 960–1000   A- = 940–959   B+ = 920–939   B = 890–919   B- = 870–889
C+ = 850–869   C = 820–849   C- = 800–819   D+ = 780–799 D = 750–779
D- = 730–749 F = 729 and below

C. Late Assignment Policy

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late. If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email. Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.

2. Assignments submitted more than one week late will receive a 20% deduction.

3. Assignments submitted two weeks late or after the final date of the class will not be accepted.

4. Late **Discussion Board threads or replies will not** be accepted.

5. Late assignment policy does not apply to the benchmark for this course. Please see the course schedule for the due date of your benchmark assignment.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D.   Other Policies

1. Dress Code: Students are expected to come to class dressed in a manner consistent with The Liberty Way.

2. Honor Code: We, the students, faculty, and staff of Liberty University, have a responsibility to uphold the moral and ethical standards of this institution and personally confront those who do not.

3. Limits of Confidentiality: Students are encouraged to share prayer requests and life concerns with the professor in this class. Not only will the professor pray for and care for students, but can guide students to appropriate University resources if desired.

However, in the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, victim or witness of a crime or sexual misconduct, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, notification of the appropriate program chair or online dean, or notification to other appropriate University officials. All reported information is treated with discretion and respect, and kept as private as possible.

3. Academic Misconduct: Academic misconduct includes: academic dishonesty, plagiarism, and falsification. See The Liberty Way for specific definitions, penalties, and processes for reporting.

4. Disability Statement: Students with a documented disability may contact the Office of Disability Academic Support (ODAS) to make arrangements for academic accommodations. For all disability testing ccommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center is the officially designated place for all tests administered outside of the regular classroom.

5. Drop/Add Policy: A Fall/Spring course may be dropped without a grade, tuition, and fee charges within the first five days of the semester. From the sixth day until the end of the tenth week (see academic calendar for exact date), a Fall/Spring course may be withdrawn with a grade of "W".

6. Classroom Policies: The inappropriate use of technology, such as cell phones, iPods, laptops, calculators, etc. in the classroom is not tolerated. Other disruptive behavior in the classroom is not tolerated.   Students who

engage in such misconduct will be subject the penalties and processes as written in the Liberty Way.

E.   Notice of Non-Discrimination

Liberty University does not engage in unlawful discrimination or harassment because of race, color, ancestry, religion, age, sex, national origin, pregnancy or childbirth, disability or military veteran status in its educational programs and activities. Liberty University maintains its Christian mission and reserves its right to discriminate on the basis of religion to the extent that applicable law respects its right to act in furtherance of its religious objectives. The following persons have been designated to coordinate Liberty University's compliance with certain anti-discrimination laws: Coordinator of LU Online Disability Academic Support at (434) 592-5417 or luoodas@liberty.edu; Director of Disability Academic Support (Residential) at (434) 582-2159 or odas@liberty.edu; Executive Director of Title IX at (434) 592-4999 or TitleIX@liberty.edu.

F.   Sexual Violence Consultation & Counseling Policy

Liberty University is committed to providing a safe place for learning. As such, Liberty adheres to the Title IX directive of not tolerating any form of sex -based discrimination, which can include: acts of sexual violence, sexual misconduct and disrespect for one another including non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, dating violence, domestic violence, childhood sexual abuse, and stalking. Additionally, Liberty University is committed to supporting and coming along-side students who may be victims of sexual discrimination and/or violence, currently, or in the past. Under Title IX, faculty are obligated to disclose to the university's Title IX office any student disclosure of current or past experience of sex-based discrimination, physical violence and/or sexual violence. Thus, **if a student discloses to a faculty member, verbally or in writing, that he/she has experienced sex-based discrimination, physical violence and/ or sexual violence, presently or in the past, then the faculty member will make a referral to the Title IX office.** This process is in place so that the university can help ensure that students are offered both the support and resources needed to help them succeed in their educational endeavors. An employee from the Title IX Office will reach out to the student and offer support, resources, and information. Though the faculty are required to report incidents of sex-based discrimination and/or violence to the Title IX office, students are not required to accept any offers of support, resources or information.

VIII.   BIBLIOGRAPHY

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Martin, I., Rallis, S. (2014). Building on strengths and addressing challenges: Enhancing external school counseling program evaluation. *Journal of School Counseling, 12*(10), 1-29.

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Smith, L., Beck, K., Bernstein, E., & Dashtguard, P. (2014). Youth participatory action research and school counseling practice: A school-wide framework for student well-being. *Journal of School Counseling, 12*(21), 1-31.

Zagelbaum, A., Kruczek, T., Alexander, C., & Crethar, H. (2014). Where are we now? An updated review of the school counseling literature for trends and themes. *Journal of School Counseling, 12*(4), 1-25.