College 101

Summer Quarter,   
Tuesdays 5-7:30 PM Zoom

**School of Education (SOE) Mission Statement** is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.

**SOE Goal areas**

Leadership

Communication

Analysis & Problem Solving

Professionalism Positive Impact on Student Learning

Knowledge and Skills

Micah 6:8: And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.

For Dept. of Counselor Education mission statement and goals, see Student Handbook.

“Things get done only if the data we gather can inform and inspire those in a position to make [a] difference.” – [Mike Schmoker](http://mikeschmoker.com/), former school administrator, English teacher and football coach, author.

*Office Hours:*

*Phone:*

*E-mail*:

*Office Hours:*

*Phone:*

*E-mail:*

*Canvas web site:* [http://canvas.spu.edu](http://canvas.spu.edu/)

# *Canvas help website*: <http://digitalobby.spu.edu/canvas/>

**Course at a Glance**

**Course Goal and Description:** The aim of this class is to assist pre-service school counselors in the development and implementation of a comprehensive school counseling program (CSCP) with an emphasis on meeting student developmental competencies.

Throughout this course the following aspects of a school counselor's work will be explored: (1) developing and implementing a comprehensive school counseling program (adapted from ASCA’s [2012] National Model) with emphasis on a balance of responsive services, systems support, individual planning, and guidance curriculum; (2) ancillary organizational responsibilities such as class scheduling, advising, using appropriate technology, and placement; (3) accountability and evaluation, and (4) the use of needs assessments and outcomes.

Moreover, this course is designed to meet guidelines of HB 1670 regarding comprehensive school counseling programs and some of the knowledge base criteria for Washington State ESA certification in school counseling (WAC Chapter 180-78A APPROVAL STANDARDS FOR PERFORMANCE BASED PREPARATION PROGRAMS FOR EDUCATIONAL STAFF ASSOCIATES)

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| • Foundations of the school counseling profession  • School climate  • School counseling and student competencies  • Reflective practice | • Collaboration with school staff, family, and community  • Information resources and technology  • In addition, the course covers standards associated with   CACREP (2016). |

**Student assessment and program evaluation:** ESA Certified school counselors understand the basic principles and purposes of assessment; collection and use of data; regularly monitor student progress and communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

**Leadership and advocacy:** Certified school counselors support practices and policies that promote academic rigor skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, state test scores, and development of the high school and beyond plan.

**Course Rationale:** A study of the comprehensive developmental models and guidelines are fundamental to the establishment and administration of a modern school counseling program (see American School Counselor Association’s [ASCA], 2012), and [position](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf) statement (*The School Counselor and Comprehensive School Counseling Programs, 2017)*. The State of Washington has also put in into legislation, HB 1670, the need for school counselors to operate within the context of a comprehensive school counseling program (CSCP).

**Course Objectives**

**Upon completion of this course, students will be able to:**

• Understand the goals, objectives, components, and theoretical tenets of comprehensive school counseling programs. (**ASCA:** I-A-2, II-A-1, II-A-8, V-B-1d; **CACREP:** 2.F.1.d, 5.G.3.a)

• Discuss and utilize the comprehensive school counseling program research. (**ASCA:** V-A-3, V-A-4, V-B-1, V-B-1d; **CACREP:** 2.F.8.i)

• Plan, implement, manage, and evaluate a comprehensive school counseling program (e.g., The ASCA National Model) using ASCA’s National Standards for School Counseling Programs, Position Statement on comprehensive programs, ASCA’s Role Statement, which also positive effects student outcomes and school climate. (**ASCA:** I-A-2, I-B-1, I-B-1a, b, & c, II-B-1, II-B-1c & d, II-B-2, II-B-2b, III-A-4, III-B-3b, III-B-4c, III-B-5, III-B-5a, V-B-1, V-B-1d, V-B-3a; **CACREP:** 2.F.1.k, 2.F.8.b, 2.F.8.d, 2.F.8.e, 2.F.8.j, 5.G.1.b, 5.G.3.n)

• Create a needs assessment and know how use the results for planning. (**ASCA:** II-B-3b, III-A-5, III-B-1a, III-B-3d, III-B-6g, V-A-; **CACREP:** 2.F.8.c, 5.G.3.b, 5.G.3. o)

• Demonstrate the ability to write a professional-looking Program Manual. (**ASCA:** I-A-2, I-B-1, I-B-1a, b, & c, II-B-1, II-B-1c & d, II-B-2, II-B-2b, III-A-4, III-B-3b, III-B-4c, III-B-5, III-B-5a, V-B-1, V-B-1d, V-B-3a; **CACREP:** 5.G.1.b, 5.G.1.d)

• Present effectively a comprehensive school counseling program. (**ASCA:** II-B-2c, III-A-3; **CACREP:** 5.G.2.a)

• Demonstrate an understanding of various administrative and organization support activities. (**ASCA:** I-A-6, I-B-2e, III-B-1d, III-B-1h, IV-B-5c; **CACREP:** 2.F.1.b)

• Use technology in support of school counseling programs and activities (i.e., e-mail, Canvas, Office 365, Internet web searching, Excel spreadsheets, etc). (**ASCA:** I-B-1g, III-A-6, IV-B-1f, V-B-1i; **CACREP:** 2.F.1.j)

**ASCA (2012) School Counselor Competencies:**

American School Counselor Association (2012). Appendix H. The ASCA national model: A framework for school counseling programs (3rd ed.). Alexandria, VA: ASCA.

OR online: <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

**2016 CACREP Standards:**<http://www.cacrep.org/for-programs/2016-cacrep-standards>

**State of Washington Professional Educator Standards Board: School Counselor Benchmarks**  
<https://www.pesb.wa.gov/workforce-development/developing-current-educators/certification-standards-and-benchmarks/school-counselor-benchmarks/>

* For EDCO 6672 K-12 Comprehensive School Counseling Program we will focus on Standard 5.A.: School Counseling Program.

**STANDARD 5.A. School Counseling Program:** Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school.

1.  Residency Level: The school counselor demonstrates knowledge of:

            A. History, philosophy, and trends in school counseling and educational systems;

            B. Best practices of school counseling and guidance program design and implementation;

            C. Methods of evaluation for school counseling programs and counseling outcomes.

2. The school counselor demonstrates skills to:

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|  | Residency Level | Professional Level | Career Level |
| A.  Program Implementation | Design and lead a comprehensive school counseling program aligned with the mission of the school. | Implements a comprehensive school counseling program aligned with the mission of the school. | Leads in continuous improvement of a sustainable and evolving comprehensive school counseling program aligned with the mission of the school. |
| B.  Program measures | Define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes. | Works with stakeholders to define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes. | Leads others to define, use, and communicate measurable career, personal/social, and academic benchmarks and outcomes in relationship to educational decisions. |
| C.  Program data | Use data to inform decision-making and demonstrate accountability. | Works with stakeholders to use a variety of data to inform decision-making and demonstrate accountability. | Leads analysis of data to inform decision-making and demonstrate accountability. |
| D.  Program technology | Select and use informational resources and technology to facilitate delivery and evaluation of a comprehensive program. | Seeks and adapts informational resources and technology to respond to the individual and system needs in delivery and evaluation of a comprehensive program. | Leads in the adaptation of informational resources and technology to respond to the individual and system needs in delivery and evaluation of a comprehensive program. |

**Methods of Instruction and Course Organization:** The primary modes of instruction will be short lectures, demonstrations, classroom discussion and simulations, and cooperative learning activities. To augment the class topics, videos and guest speakers may be used.

**Miscellaneous Policies:** In-class presentations will augment and highlight important points from your weekly assigned readings. As such, we will not take the time in class to review the chapters in depth. If you have specific questions and/or concerns about your reading, please feel free to bring them up in class.

• Per the School of Education policy, we will only keep your work for one month after completion of the academic quarter.

• If you need special assistance related to a disability, the Center for Learning is available to you; contact

Program Coordinator, Learning Services, at 206.281.2272 in Lower Moyer Hall.

• Check emergency procedures and exits posted in each classroom.

• Plagiarizing will result in a failing course grade.

**Texts/Readings**

**Recommended text**

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

American School Counselor Association. (2019). *Asca national model implementation guide (2ns ed.).* Alexandria, VA: Author.

**Course Requirements and Grading**

1. **In class participation** (70 points possible):
   * **Attendance and active participation** are mandatoryfor each class and group meeting. Should you be unable to attend class please contact Marisa at castemk@puyallup.k12.wa.us, before 4:30pm, the day of class. *Missing class will result in a loss of 10 points,* an exception will be made for students needing to miss class due to an extreme emergency (e.g. a car accident right before class, you or a family member in the hospital, etc.).
2. ***Group Project*—Planning and creating a CSCP manual** (100 points possible):

The class will be divided into work groups (by grade level) for the purpose of developing a Counseling manual based on ASCA’snational model for your “school” (elementary, middle, or high school). We will spend time the first day of class getting into groups. Please divide the work evenly.

*The* goals of this exercise:

By completing this activity students should, at internship sites and on-the-job, be able to plan, implement, manage, and evaluate a comprehensive school counseling program.

As such, your group will (1) produce a well written Comprehensive School Counselor Program Manual and (2) Effectively present the district comprehensive school counseling program to a fictitious school board (see CSCP Presentation).

The **Program Manual** will be evaluated based on

* *Overall coverage of areas in the next section* **(75 points)**.
* *Quality* and coherence (Compatible with current developmental theory, the ASCA National Model, the National Standards for School Counseling Programs and WA St. Guidelines) **(15 points)**.
* *Technical/professional appearance.* Including: the use of APA format, cover page, school district name, school name, and group members, table of contents, and a reference list. **(10 points)**.

1. The **CSCP Presentation** (30 points possible)

(30 minutes maximum including time for questions) will be evaluated based on effectively presenting the district comprehensive school counseling program to a fictitious school board and other attendees (basically the class). Your group will therefore conduct a professional *25 minute presentation* overviewing your program and have 5 *minutes for questions* at the end of your presentation.

* + Overview of your department’s CSCP manual and highlights of your program (e.g. what makes your program stand out) during the group presentation (see rubric).
  + *Quality of Delivery* (include all members of the group).
  + A copy of the group presentation has been uploaded .

**OVERALL GRADING SCHEME**

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| **The final grade will be based on your** |
| **In Class Participation** 70 points |
| **Group Comprehensive School Counseling Program (CSCP) Manual** 100 points |
| **CSCP Group Presentation** 30 points |
| **Total:** 200 points |

**GRADING SCALE**

200-186 pts. = A

185-180 pts. = A-

179-176 pts. = B+

175-164 pts. = B

163-160 pts. = B-

159-157 pts. = C+

**RESOURCES**

For weekly course outlines, handouts, and overheads, see the class Canvas web page at: [http://canvas.spu.edu](http://canvas.spu.edu/)

During each class, you will hear about many resources. Make sure to create a folder that you can store these resources and come back to them once you’ve started your internship or first job as a school counselor.

[ASCA](http://www.schoolcounselor.org/) and [*National Model: A Framework for School Counseling Programs*](http://www.ascanationalmodel.org/)

* [State School Counseling Programs & Web Sites](http://www.schoolcounselor.org/school-counselors-members/careers-roles/state-school-counseling-programs-web-sites)

[WSCA](http://www.wa-schoolcounselor.org/)

[School Counselor Role in Washington State HB 1670](http://app.leg.wa.gov/documents/billdocs/2007-08/Htm/Bill%20Reports/Senate/1670.SBR.htm)

OSPI Secondary Education & K-12 Supports: <http://k12.wa.us/SecondaryEducation/GuidanceCounseling/default.aspx>

[National Center for School Counseling Outcome Research](http://www.umass.edu/schoolcounseling/) :Check out the Research and Surveys sections

**RAMP Program Templates:** [**https://www.schoolcounselor.org/school-counselors-members/recognized-asca-model-program-(ramp)/ramp-application-templates**](https://www.schoolcounselor.org/school-counselors-members/recognized-asca-model-program-(ramp)/ramp-application-templates)

**RAMP Examples:** [**http://www.schoolcounselorawards.org/ramp/example**](http://www.schoolcounselorawards.org/ramp/example)