American Public University System

The Ultimate Advantage is an Educated Mind

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</table>

Instructor Information

(Faculty - Please replace the apple with a picture of yourself and/or a short video introducing yourself and the course)

(Biography)

Instructor:
Email:
Phone:
Fax:
Office Hours:
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Course Description (Catalog)

The Professional School Counselor is an introductory course that sets the stage for future in-depth study in the Guidance and Counseling program. This course covers the history of the school counseling profession and its integration into the total educational program. The roles and functions of professional school counselors presented are in alignment with the American School Counselor Association (ASCA) National Model and the standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Candidates will conduct observations and interviews with practicing school counselors during this course so care should be taken when scheduling this course during summer months.

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Course Scope

This course emphasizes the major roles and functions that school counselors have within the K-12 school environment. The standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are incorporated into this course. Candidates in the Counseling and Guidance will meet the goal of acquiring the knowledge, practice, and skills they will need as a School Counselor in the 21st Century. An introduction to the American School Counselor Association (ASCA) National Model is also addressed.

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State Certification and Standards for School Counselors

State certification and national standards for School Counselors are covered in this course as listed below. The sets of certification and standards are based on the following organizations:

- **American School Counselor Association (ASCA)** (School Counselor Certification Standards for each State), the website is [http://www.schoolcounselor.org/content.asp?contentid=242](http://www.schoolcounselor.org/content.asp?contentid=242)

- **COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS** (CACREP) provides Eight Core Curricular Areas of Knowledge and Experience (Objective) that pertain to the Counseling Professional Identity (CPI), in addition to the Eight School Counseling Domains (SCD) that School Counselors will need to learn in order to demonstrate with their Knowledge, Skills, and Practices in the K-12 school environment. CACREP’s website is [http://www.cacrep.org/template/index.cfm](http://www.cacrep.org/template/index.cfm).

- **West Virginia DoE Standards addressed:**
  Standard 1, Function 1A: Program Planning
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Standard 1, Function 1B: Program Design
Standard 1, Function 1C: Program Management
Standard 1, Function 1D: Stakeholder Collaboration
Standard 2, Function 2A: Program Delivery
Standard 2, Function 2F: Student Supports
Standard 3, Function 3A: Program Results
Standard 3, Function 3B: Program Completeness
Standard 4, Function 4C: Program Advocacy

Professional Dispositions

Students in the American Public University System (APUS) Guidance and Counseling Program must be able to demonstrate professional conduct at all times. The following characteristics adhere to the ethical standards of the American Counseling Association (ACA), American School Counseling Association (ASCA), Council for the Accreditation of Counseling Related Education Programs (CACREP), and National Council for Accreditation of Teacher Education (NCATE).

The following skills and characteristics are expected:
- Clear oral and written communication skills
- Use of effective listening skills
- Demonstrate respect in communications with faculty, staff, and classmates
- Demonstrate sound judgment
- Honesty and integrity
- Respect for different opinions
- Ability to be a team player and work with others
- Demonstrate problem solving skills effectively
- Ability to evaluate strengths and areas of improvement
- Commitment to multicultural competence and appreciation of diversity
- Ability to complete work in a timely manner
- Ability to be resourceful
- Commitment to personal well-being
- Commitment to personal and professional growth
- Academic integrity in submission of all work
- Commitment to ethical standards, laws, and policies
- Commitment to confidentiality
- Maintain a professional and positive attitude
- Ability to accept and reflect on constructive feedback

Failure to adhere to these standards can result in the implementation of a student improvement plan or dismissal from the program.
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### Course Objectives

After successfully completing this course, you will be able to:

- Develop an understanding of the history, philosophy, and trends of the counseling profession related to school counseling. (CACREP CPI G1 and SCD A & B)
- Apply 21st School Counseling concepts and paradigms to the development of positive counseling interventions and professional relationships with K-12 students, their parents, and within the K-12 educational environment. (CACREP CPI G1, G3, G5, G6, and SCD A & B, C & D)
- Evaluate the different grade levels of school counseling by interviewing, observing, comparing and contrasting practicing School Counselors at the elementary level and at the secondary level. (CACREP CPI G1, G3, G5, G6, and SCD A & B, C & D)
- Summarize state certification as it relates to becoming a certified School Counselor. (CACREP CPI G1 and SCD A & B)
- Analyze legal considerations and ethical standards that relate to being a school counselor. (CACREP CPI G1 and SCD A & B)
- Develop an understanding of culturally diverse K-12 students, their parents, and school professionals and staff and their need for advocacy and social justice. (CACREP CPI G2 and SCD E & F)
- Develop an understanding of need assessments as they relate to academic, career, and personal/social development. (CACREP CPI G4 & G7 and SCD G & H, K & L)
- Summarize the importance of working with students K-12 in reaching their maximum performance through family-school-community collaboration and by conducting a school community profile and a mini comprehensive school counseling program. (SCD M & N)
- Evaluate the role of consultation and how it serves to empower the role of the school counselor and their leadership abilities within the school settings and within their community. (SCD M & N)
- Explain the importance of school counselors as a system change agent. (SCD O & P)
- Develop an understanding of the importance of designing, implementing, managing, and evaluating a comprehensive school counseling program. (SCD O & P)
- Summarize the importance of using data, conducting research, and doing a program evaluation in order to advance the field of school counseling and impact K-12 school improvement plans and the students they counsel. (CACREP CPI G8 and SCD I & J)

### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning
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management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and some written assignments. Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbook:


Required Textbook for the degree program:
Candidates are expected to adhere to APA style throughout the program. The *Publication manual of the American Psychological Association* (Currently 6th Ed.) should be purchased and used in all courses in the Guidance & Counseling Program.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Web Site URL/Address</th>
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</thead>
<tbody>
<tr>
<td>American School Counselor Association (ASCA)</td>
<td><a href="http://www.schoolcounselor.org/">http://www.schoolcounselor.org/</a></td>
</tr>
<tr>
<td>APA Tutorial</td>
<td><a href="http://flash1r.apa.org/apastyle/basics/index.htm">http://flash1r.apa.org/apastyle/basics/index.htm</a></td>
</tr>
<tr>
<td>Journal of School Counselor</td>
<td><a href="http://www.jsc.montana.edu/">http://www.jsc.montana.edu/</a></td>
</tr>
<tr>
<td>American Counseling Association</td>
<td><a href="http://www.counseling.org/">http://www.counseling.org/</a></td>
</tr>
<tr>
<td>Ethical Standards for</td>
<td><a href="http://www.schoolcounselor.org/content.asp?contentid=173">http://www.schoolcounselor.org/content.asp?contentid=173</a></td>
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<table>
<thead>
<tr>
<th>School Counselors</th>
<th><a href="http://www.cacounseling.org/codeofethics.pdf">http://www.cacounseling.org/codeofethics.pdf</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Counseling Association (ACA) Code of Ethics</td>
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<tr>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td><a href="http://www.ncate.org/">http://www.ncate.org/</a></td>
</tr>
<tr>
<td>Phi Delta Kappa</td>
<td><a href="http://www.pdkintl.org">www.pdkintl.org</a></td>
</tr>
</tbody>
</table>

**Evaluation Procedures**

**Instructor announcements:**
There will be an announcement at the beginning of each module that will highlight learning objectives, give additional guidance on the required weekly assignments, and provide a friendly reminder of key course milestones/due dates. Announcements may also provide additional information to help you navigate the course.

**Reading Assignments:**
Every week you are assigned readings from the textbook. You are expected to keep up with the reading assignments which will directly relate to the forum questions as well as future assignments. Please read additional sources to supplement your textbook.

**Supplemental Readings:**
Supplemental readings and websites are included in this syllabus and feel free to add any additional sources that you believe are related to the subject matter.

**Forum:**
Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

**Guidelines:**

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
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- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Forum Rubric

Course Grading Outline

<table>
<thead>
<tr>
<th>Grading Instrument</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum</td>
<td>25%</td>
</tr>
<tr>
<td>Interviews</td>
<td>20%</td>
</tr>
<tr>
<td>Community Profile</td>
<td>10%</td>
</tr>
<tr>
<td>ASCA National Model Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Accountability Project</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>
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**Four Assignments and Rubrics**

1. **Interview an elementary school counselor AND a secondary school counselor.** Following the interviews, compare and contrast your interviews and observations in a 5-7 page paper. **Instructions:** You will need to find, interview, and observe an elementary school counselor AND a secondary school counselor. The format for this assignment is found under the assignment section in the Sakai classroom. This report will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. The report needs to be written with an introduction, body of paper with appropriate headings to organize your work, and conclusion in APA format with references in text and a references page at the end of your paper. Since some of the information is from direct interviews, please use the appropriate personal communication citations in text according to APA style. This assignment is worth 20% of your grade and due on Sunday during Week Four. **You should contact potential counselors to interview during Week One of this course!**

**Rubric for Interview and Observation Comparison Assignment**

<table>
<thead>
<tr>
<th>Overall Rating:</th>
<th>Did not Address 12.4 pts</th>
<th>Developing 15 pts</th>
<th>Acceptable but not detailed 17 pts</th>
<th>Exemplary Fully Addressed 20 pts</th>
<th>Score</th>
</tr>
</thead>
</table>

**I. Demographics**

- Did you fully address the demographic nature of the School(s) you interviewed, observed, compared, and contrasted your School Counselor(s)?
  - Does not collect any information from interviews & observations -- that relates to the topic.
  - Collects very little information from interviews & observations -- some relates to the topic.
  - Collects some basic information from interviews & observations -- most relates to the topic.
  - Collects a great deal of information from interviews & observations -- all relates to the topic.
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<table>
<thead>
<tr>
<th>II. Role and Responsibility of Practicing School Counselor(s)</th>
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<tbody>
<tr>
<td>Did you fully address the roles and responsibilities you learned from interviewing, observing, comparing, and contrasting your School Counselor(s)? Did you relate these roles to the ASCA National Model components?</td>
<td>Does not collect any information from interviews &amp; observations -- that relates to the topic.</td>
<td>Collects very little information from interviews &amp; observations -- some relates to the topic.</td>
<td>Collects some basic information from interviews &amp; observations --most relates to the topic.</td>
<td>Collects a great deal of information from interviews &amp; observations --all relates to the topic.</td>
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<tr>
<th>III. Key Development Areas</th>
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<tbody>
<tr>
<td>Did you fully address the key development areas (academic, career, and personal/social) in findings from your interview, observations, comparison, and/or contrast with your School Counselor(s)?</td>
<td>Does not collect any information from interviews &amp; observations -- that relates to the topic.</td>
<td>Collects very little information from interviews &amp; observations -- some relates to the topic.</td>
<td>Collects some basic information from interviews &amp; observations --most relates to the topic.</td>
<td>Collects a great deal of information from interviews &amp; observations --all relates to the topic.</td>
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<tr>
<th>IV. Challenges and Benefits</th>
<th></th>
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<tbody>
<tr>
<td>Did you fully address the challenges and benefits of becoming a school</td>
<td>Does not collect any information from</td>
<td>Collects very little information from</td>
<td>Collects some basic information from</td>
<td>Collects a great deal of information from</td>
</tr>
</tbody>
</table>
### V. Conventional and Mechanical

<table>
<thead>
<tr>
<th></th>
<th>Does not provide introduction &amp; summary, does not use correct Grammar and Spelling, or APA formatting.</th>
<th>Rarely provides introduction &amp; summary, rarely uses correct Grammar and Spelling, and rarely uses APA formatting.</th>
<th>Provides introduction &amp; summary, uses correct Grammar and Spelling, and APA formatting -- Most of the time.</th>
<th>Provides introduction &amp; summary, uses correct Grammar and Spelling, and APA formatting -- All of the time.</th>
<th>Total</th>
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<tbody>
<tr>
<td>Did you provide an introduction and a summary to your report? Did you use correct grammar and spelling? Did you use APA formatting?</td>
<td></td>
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<td></td>
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<tr>
<td>counselor from your findings that you gathered from your interview, observations, comparison, and contrast with your School Counselor(s)?</td>
<td>interviews &amp; observations -- that relates to the topic.</td>
<td>interviews &amp; observations -- some relates to the topic.</td>
<td>interviews &amp; observations --most relates to the topic.</td>
<td>interviews &amp; observations --all relates to the topic.</td>
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</tbody>
</table>
1. **School community profile**: You will be completing a school community profile that will provide information used for your ASCA National Model presentation. You can find the information for this assignment from either of the two practicing school counselors you interviewed or you can use a different school counselor entirely. The format to write up this report and a grading rubric can be found under the assignment area in Sakai. My suggestion is to start gathering data early so you can complete this assignment on time. This report will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. The report needs to be written with an introduction, body of paper, and summary (conclusion) in a proper APA format with references in text and a bibliography at the end of your paper. This assignment is worth 10% of your grade. Due the Sunday of the Fifth Week.

**School Community Profile Rubric**

<table>
<thead>
<tr>
<th>Overall Rating:</th>
<th>Did not Address 12.4 pts</th>
<th>Developing 15 pts</th>
<th>Acceptable but not detailed 17 pts</th>
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</thead>
<tbody>
<tr>
<td>I. Demographics</td>
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<table>
<thead>
<tr>
<th>II. Impact of School District and Community on the Role and Responsibility of School Counselor</th>
<th>Did you fully address the demographic nature of your School Community Profile?</th>
<th>Did you fully address impact the school district and community would have on the roles and responsibilities of School Counselors?</th>
<th>Did you fully address how the school district and community will impact how a School Counselor will address the key development areas (academic, career, and personal/social) of their students?</th>
<th>Did you fully address the challenges and benefits of implementing these development areas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not collect any information from interviews &amp; observations -- that relates to the topic.</td>
<td>Does not collect any information from interviews &amp; observations -- that relates to the topic.</td>
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<td>Does not collect any information from interviews &amp; observations -- that relates to the topic.</td>
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<tr>
<td>Collects very little information from interviews &amp; observations -- some relates to the topic.</td>
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<td>Collects a great deal of information from interviews &amp; observations --all relates to the topic.</td>
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</table>
and benefits of becoming a school counselor in the school district and community you examined?

**information from interviews & observations -- that relates to the topic.**

**information from interviews & observations -- some relates to the topic.**

**information from interviews & observations -- most relates to the topic.**

**of information from interviews & observations -- all relates to the topic.**

### V. Conventional and Mechanical

<table>
<thead>
<tr>
<th>Did you provide an introduction and a summary to your report? Did you use correct grammar and spelling? Did you use APA formatting?</th>
<th>V. Conventional and Mechanical</th>
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<th>Provides introduction &amp; summary, uses correct Grammar and Spelling, and APA formatting -- All of the time.</th>
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1. **Accountability Assignment**

   School counselors implement data-driven programs. You will select a scenario from p. 241 in your textbook and apply the MEASURE data-driven process to the scenario. The MEASURE document should look similar to the example in your textbook. In addition, a three page reflection paper on the importance of using data in comprehensive school counseling programs should accompany the MEASURE example. The grading rubric and specific assignment instructors are located in Assignments in the Sakai Classroom. This assignment is worth 15% of your grade. Due the Sunday of the Seventh Week.
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<tr>
<td><strong>I. Introduction</strong></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Did you describe your scenario and provide demographic info to set the stage for the MEASURE Assignment?</td>
<td>Does not share the scenario and any demographic information.</td>
<td>Shares the scenario, but collects very little information on demographics of school.</td>
<td>Shares the scenario and shares some demographics of school.</td>
<td>Shares the scenario and provides an introduction based on the school community profile.</td>
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</tr>
<tr>
<td><strong>II. Addresses the MEA steps in MEASURE</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you fully address the Mission, Element, and Analyze steps of the MEASURE process?</td>
<td>Does not address each step of MEA.</td>
<td>Addresses only basic information in the MEA steps.</td>
<td>Demonstrates understanding of the MEA steps.</td>
<td>Demonstrates mastery of the MEA steps and how to apply them to a scenario.</td>
<td></td>
</tr>
<tr>
<td><strong>III. Addresses the SURE steps in MEASURE</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Did you fully address the Stakeholders-Unite, Results, and Educate steps of the MEASURE process?</td>
<td>Does not address each step of SURE.</td>
<td>Addresses only basic information in the SURE steps and is disconnected from the scenario.</td>
<td>Demonstrates understanding of the SURE steps when applying it to the scenario.</td>
<td>Demonstrates mastery of the SURE steps when applying them to the scenario.</td>
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<tr>
<td><strong>IV. Reflection</strong></td>
<td>Does not reflect on the use of accountability and does not follow specified guidelines.</td>
<td>Less than a three page paper is submitted with inadequate reflection.</td>
<td>Reflections present insight on use of accountability based on textbook information.</td>
<td>Reflections are presented with exceptional research support from the textbook and peer reviewed resources.</td>
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</tr>
<tr>
<td><strong>V. Conventional and Mechanical</strong></td>
<td>Did you use APA formatting in your reflection paper and follow the MEASURE format demonstrated in the textbook example?</td>
<td>Does not present MEASURE report in format required and does not use correct Grammar and Spelling, or APA formatting.</td>
<td>Rarely uses correct MEASURE format, Grammar and Spelling, and rarely uses APA formatting.</td>
<td>Uses appropriate MEASURE format, uses correct Grammar and Spelling, and APA formatting – Most of the time.</td>
<td>Uses appropriate MEASURE format, use correct Grammar and Spelling, and APA formatting – All of the time.</td>
</tr>
</tbody>
</table>

**Total**
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ASCIA National Model Presentation

You will create a power point presentation of your “ideal” comprehensive school counseling program using the information from your school community profile assignment and the ASCA National Model as a guide. Imagine this presentation as an educational tool to explain the role of the school counselor to stakeholders (i.e. staff, parents, community members, school board members, administrators).

In your power point, you should include the following information:

a) Foundation: philosophy and mission statement for your school counseling program
b) Delivery System: Examples of programs that would meet the academic, career, and personal/social needs identified in your school community profile
c) Management: Sample weekly and monthly calendar of your school counseling program
d) Accountability: Describe how you will use data in your program and provide an example
e) References – Cite any references you use throughout your Power Point Presentation and provide a References slide at the end with APA style citations.

My suggestion is to start gathering data early so you can complete this assignment on time. An example timeline would be:

a) Complete philosophy and mission by Week 2
b) Complete delivery system information by Week 3
c) Complete sample calendars by Week 6
d) Complete accountability information and example by Week 7
e) References by Week 8

This presentation will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. APA format should be used on each slide to identify your sources and a detailed APA style reference page should be the last slide in your presentation. This assignment is worth 30 % of your grade. The final product is due the Saturday of Week Eight.
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**Comprehensive School Counseling Presentation Rubric**

<table>
<thead>
<tr>
<th>Overall Rating:</th>
<th>Did not Address 0-12.4 pts</th>
<th>Developing 15 pts</th>
<th>Acceptable but not detailed 17 pts</th>
<th>Exemplary Fully Addressed 20 pts</th>
<th>Score</th>
</tr>
</thead>
</table>

**I. Foundation**

Did you include a philosophy and mission statement for your school counseling program that aligns with your role and the mission of your “ideal” school?

- Does not include a philosophy or mission statement.
- Includes philosophy and mission statement, but is missing more than one of the required elements.
- Includes philosophy and mission statement, but does not include one of the elements necessary.
- Includes a philosophy and mission statement that address developmental needs, key roles of the school counselor, and beliefs related to all students. The statements are also indicative of the school’s mission statement.

**II. Management**
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<table>
<thead>
<tr>
<th>Did you include a monthly and weekly calendar that adequately reflects the role of the school counselor according to the ASCA National Model?</th>
<th>Calendars are not included in presentation.</th>
<th>Calendars cover a few areas of the ASCA National Model.</th>
<th>Calendars adequately reflect understanding of the school counselor role and reflects some understanding of recommended percentages of time in various roles.</th>
<th>Calendars reflect mastery of the role of the school counselor and reflect an understanding of the appropriate percentage of time in various roles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Delivery</td>
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<tr>
<td>Did you include a delivery system programs that fit your mission and your school community profile?</td>
<td>Does not include delivery system information.</td>
<td>Delivery system information is disconnected from the school community profile needs and the mission statement.</td>
<td>Delivery system programs are clearly connected to the mission statement and school community profile.</td>
<td>Delivery system programs are innovative, research-based, and clearly relate to the mission statement and school community profile.</td>
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<td>IV. Accountability</td>
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<tr>
<td>Did you adequately describe the use of data in your school counseling program?</td>
<td>Use of data is not included in presentation.</td>
<td>Use of data is minimal.</td>
<td>Use of data includes specific processes or examples.</td>
<td>Use of data includes specific processes and a detailed example.</td>
</tr>
<tr>
<td>V. References and Presentation Appearance</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Did you use correct grammar and spelling? Did you use APA citations throughout your presentation and on the reference page? Is your presentation</td>
<td>Does not use correct Grammar and Spelling, or APA formatting.</td>
<td>Rarely uses correct Grammar and Spelling, and rarely uses APA formatting.</td>
<td>Uses correct Grammar and Spelling, and APA formatting -- Most of the time. Presentation</td>
<td>Uses correct Grammar and Spelling, and APA formatting --</td>
</tr>
</tbody>
</table>
**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<table>
<thead>
<tr>
<th>organized and attractive?</th>
<th>Presentation contains information with no pictures or transitions included.</th>
<th>contains some pictures and some transitions.</th>
<th>All of the time. Presentation includes a mix of pictures, transitions, and other content that will engage the audience in the presentation.</th>
<th>Total</th>
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</table>
Assignments and weekly responses and discussions will be graded on a 100% point scale despite the point value each item is worth in this course.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Instruments</td>
<td></td>
</tr>
<tr>
<td>Forums Week 1-8</td>
<td>25</td>
</tr>
<tr>
<td>Compare and Contrast Interviews &amp; Observations of Elementary and Secondary School Counselors</td>
<td>20</td>
</tr>
<tr>
<td>School Community Profile</td>
<td>10</td>
</tr>
<tr>
<td>Accountability Example</td>
<td>15</td>
</tr>
<tr>
<td>ASCA National Model School Counseling Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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</tbody>
</table>

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

**Citation and Reference Style**

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.
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Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:


Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

• Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

• Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

• Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and
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excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;(-), : ), 😊

**Disclaimer Statement**

**Course content may vary from the outline to meet the needs of this particular group.**

**Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.


The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:
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- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.
### 8 – Week Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 1    | Week One: History & New Vision of 21st Century School Counseling | • Understand History, Philosophy, Trends, and 21st Century impact upon School Counseling Field  
• Become aware of State Certification Process  
• Gaining insight into the role of the School Counselor by finding two School Counselors (one Elementary School and the other Secondary School) to interview | **Text:** Stone & Dahir: Chapter 1  
**Website:** [www.schoolcounselor.org](http://www.schoolcounselor.org) (School Counselor Certification Standards for each State) | * Forum #1 Due Wednesday by 11:55PM, EST And Discussion responses to 2 Colleagues by Saturday at 11:55PM, EST  
* Find two practicing School Counselors: One in an Elementary School and the other one in a Secondary School to Interview, Observe, and Complete Written Assignment due Week 4 |
| 2    | Overview of ASCA National Model and Element: Foundation | • Understand the purpose and components of the ASCA National Model and how it relates to the overall educational program  
• Identify functions and roles of the school counselor  
• Become Knowledgeable about the Key | **Text:** Stone & Dahir: Chapter 7 and Chapter 15 (p. 467-8) | * Forum #2 Due Wednesday by 11:55PM, EST and Responses to classmates due by Saturday at 11:55PM, EST.  
* Complete part one of your final project due in Week Eight this week (Philosophy and Mission Statement) |
### Development Areas (Academic, Career, and Personal/Social)

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<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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</table>
| 3    | ASCA National Model Element: Delivery System | • Learn how to develop Professional Relationships with Students, Parents, and within the K-12 School Environment  
• Become Knowledgeable about counseling theories used in the school setting  
• Understand how to address the Key Development Areas (Academic, Career, and Personal/Social) through delivery systems | Text: Stone & Dahir: Chapters 2 and 3  
Please explore the Additional Resources to supplement your learning | * Forum # 3 Due Wednesday by 11:55PM, EST And Discussion Response # 3 to two Colleagues by Saturday at 11:55PM, EST  
• Complete Delivery System component of your final project due in Week Eight |
| 4    | ASCA Themes: Advocacy And Systemic Change | • Gain an understanding of Diversity Students K-12, the Parents, and School Personnel  
• Understand the | Text: Stone & Dahir: Chapters 5, 9, and 10  
Please explore the Additional Resources to | * Forum # 4 Due Wednesday by 11:55PM, EST And Discussion Response # 4 to 2 Colleagues by Saturday at 11:55PM, EST  
Homework Assignment: Interview and Observe your practicing School Counselors and complete the compare and contrast paper by Sunday of Week 4 |
need for Advocacy and Social Justice
• Understand importance of School Counselors becoming a System Change Agent

supplement your learning

by 11:55PM, EST.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 5    | ASCA Theme: Collaboration and Teaming | • Understand importance of assisting students in reaching their maximum potential through collaboration  
• Understand role of Consultation for School Counselors | **Text:** Stone & Dahir: Chapters 12 & 13  
**Website:** Riley Guide to Self-Assessment  
http://www.rileyguide.com/assess.html | * Forum # 5 Due Wednesday by 11:55PM, EST And Discussion Response # 5 to 2 Colleagues by Saturday at 11:55PM, EST  
* Homework Assignment: School Community Profile due on Sunday of Week 5 |
| 6    | ASCA Theme: Leadership | | | |
# ASCA National Model: Management System and Accountability

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<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 7    | ASCA National Model: Management System and Accountability | • Understand role of School Counselors as Leaders within the K-12 School Environment  
   • Understand Assessment Process as it relates to Key Development Areas  
   • Understand importance of Data Collection and Research for School Counselors  
   • Understand importance Program Evaluation in regards to advancement in the Field and its impact on the School Improvement Planning | Text: Stone & Dahir; Chapter 4  
Please explore the Additional Resources to supplement your learning | * Forum # 6 Due Wednesday by 11:55PM, EST And Discussion Response # 6 to 2 Colleagues by Saturday at 11:55PM, EST  
• Complete weekly and monthly calendars for final project due in Week Eight! |

* Homework Assignment: Accountability Assignment due by Sunday of Week 7
| 8 | **ASCA National Model Review, Legal and Ethical Overview & Self-Reflection**

- Design a Comprehensive School Counseling Program
- Understand Legal and Ethical Considerations

| **Text:** | Stone & Dahir: Chapter 6

**Website:** State Comprehensive School Counseling Programs
[http://www.schoolcounselor.org/content.asp?contentid=280](http://www.schoolcounselor.org/content.asp?contentid=280)

**Website:** Ethical Standards for School Counselors
[http://www.schoolcounselor.org/content.asp?contentid=173](http://www.schoolcounselor.org/content.asp?contentid=173)

Please explore the **Additional Resources** to supplement your learning

| **Forum # 8** | Due Wednesday by 11:55PM, EST And Discussion Response # 8 to 2 Colleagues by Saturday at 11:55PM, EST

ASCA National Model Presentation due by Sunday of Week 8
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