

**MURRAY STATE UNIVERSITY****DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING****COURSE PREFIX: CNS****COURSE NUMBER: 725****CREDIT HOURS: 3****I. TITLE:** Middle/Secondary School Counseling**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

This course prepares 5-12 School Counselors with professional knowledge, skills, and practices necessary to promote the academic, career and personal/social development of all 5-12 students. Emphasis is placed on skills, theory, and techniques that are developmentally appropriate for middle and secondary school settings focusing on the American School Counselor's Association (ASCA) National Model of Foundations, Delivery, Management and Accountability and on ASCA's Student Skills of Academic Development, Career Development, and Personal/Social Development as they pertain to the developmental level of middle and secondary school students.

**Prerequisite(s):** CNS 617 Introduction to School Counseling; CNS 720 Elementary School Counseling

**III. COURSE OBJECTIVES:**

Class activities will be centered for the purpose of expanding knowledge and skills of effective 5-12 School Counselor practices and procedures based on ASCA's National Model and ASCA's Student Competencies. In particular, 5-12 students' academic, career, and personal/social development will be stressed as well as enhancing minority achievement and access to future education and career opportunities.

This course strives to meet the objectives as outlined in the CACREP Standards. This course also complies with the Kentucky CAEP/EPBSB Counselor Training Standards.

Upon completion of this class, student will have knowledge of

- A. 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 Section III, SC: A6, G1) [CAEP: A6, C2d],
- B. how to design, implement, manage, and evaluate developmentally appropriate transition programs, including school-to-work, postsecondary planning, and college admissions counseling, that assist all students and parents (CACREP Section III, SC: C2) [CAEP: C2e],
- C. how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students as a Comprehensive School Counseling Program (CSCP), with regard to a systems perspective (CACREP Section III, SC: C2, C4, O3) [CAEP: C1b, C3d],
- D. using outcomes research data and best practices from counseling research literature to close the achievement gap and promote student academic success, through individual and small-group counseling approaches (CACREP Section III, SC: I5, J1, K2) [CAEP: C2a]
- E. 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, including the impacts of cultural, socioeconomic status, family structure, gender, sexual orientation, religious/spiritual beliefs, occupation, physical and mental status (CACREP Section III, SC: E3, E4) [CAEP: A7],
- F. ethical and legal considerations relevant to school counseling, including issues and policies [CAEP: A6, A10],
- G. the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs (CACREP Section III, SC: G2) [CAEP: C2h],
- H. the qualities, principles, skills and styles of effective leadership that enhance the school learning environment (CACREP Section III, SC: O1) [CAEP: A4], and
- I. technology and computer programs that may be used to design, implement, manage and evaluate a CSCP [CAEP: D1c].

Upon completion of this class, students will have a skills base in

- A. creating, implementing and managing a crisis and emergency management plan for their school (CACREP Section II: G1c, G5g; CACREP Section III, SC: A7, C6, M7) [CAEP: B7],
- B. planning and presenting methods to advocate for the students and the program identity with the use of current technology (CACREP Section III, SC: B2) [CAEP: A9, B5, C1e], and
- C. assessing and identifying students' strengths and needs, as well as barriers that impede student development, with regard to differences in culture, value, background and abilities (CACREP Section III, SC: H1, H2, H5).

The COEHS Themes of Technology and Educator as Reflective Decision-Maker is addressed through supplemental material that covers these topics. Students are required to discuss the topic and demonstrate understanding using

technology to develop a Comprehensive School Counseling Program. They must also demonstrate thoughtful decision-making and planning through research and reflection.

Students are evaluated on the CAEP/EPSCB Themes of Diversity and Closing the Achievement Gap through assignments that are centered on meeting the needs of diverse student populations that may be considered at-risk.

The CAEP/EPSCB Theme of Assessment is explored in the course through supplemental material that covers this topic. Additionally, students are evaluated on it via the Case Study assignment.

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

#### **IV. CONTENT OUTLINE:**

- A. Overview of working with at-risk student populations at the middle/secondary school level.
  - 1. Definition, Rationale and Importance
  - 2. Academic, Career and Personal/Social Domains
- B. School Counseling and Adolescent Development
  - 1. Theories
  - 2. Cultural values and issues
    - a. Dysfunctional family dynamics
    - b. Mood disorders
    - c. Self-esteem
    - d. Crisis and Trauma
    - e. Suicidal assessment and prevention
    - f. Gender identification
    - g. Substance use and addiction
    - h. Dropping out of school; closing the achievement gap
  - 3. Methods of research
- C. Applications and Middle/Secondary School Curriculum Development

#### **V. INSTRUCTIONAL ACTIVITIES:**

- A. Lecture/discussion
- B. Demonstration of counseling strategies and skills development
- C. Cooperative learning groups
- D. Student presentations
- E. Student planning, implementation, and reflection of counseling curriculum

#### **VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

The in-class experience incorporates numerous experiences that will simulate the work of school counselors.

#### **VII. TEXT AND RESOURCES:**

- A. Capuzzi, D., & Gross, D. (2013). Youth at risk: A prevention resource for counselors, teachers, and parents, (6<sup>th</sup> ed.). American Counseling Association; Alexandria, VA.
- B. Shelton, C., & James, E. (2005). Best practices for effective secondary school counselors. Corwin Press; Thousand Oaks, CA. (*Supplemental*)

#### **VIII. EVALUATION AND GRADING PROCEDURES:**

- A. Course Requirements

**Read the Syllabus:** You are expected to read the syllabus and be familiar with the course requirements by the end of the first week of the semester.

**Canvas Discussions:** In a hybrid course, it is sometimes difficult to build relationships with your colleagues. The purpose of the discussion threads is to help you make connections with your classmates. Please participate in the discussion thread. You may access it on Canvas.

**Positive Talk Entries:** As part of Solution Focused Counseling, a counselor urges the client to focus on their strengths and positive aspects of their life. You will create a blog, using GoogleBlogger. At the end of each week for nine (9) weeks, you must submit a brief paragraph (4 sentences) about one positive occurrence/activity/situation/aspect of that week. For the 10th week, you will reflect on any patterns or gained knowledge from your other entries.

**CSCP Calendar:** The purpose of this assignment is for you to create a stronger professional identity to better advocate for your role in the profession. You will create a Comprehensive School Counseling Program (CSCP) Calendar for the year. (CAEP: B5, C1e)

Requirements:

1. The calendar should identify the possible themes you would implement *per month* and indicate which activities you would use *per week* of the academic year.
2. Activities should include academic, career, and personal/social student development.
3. Also, specify and integrate *two* activities for each students, parents, teachers, administration and community stakeholders.

**CSCP Newsletter:** In groups, you will collaborate to create an informational and practical two to four page Newsletter to be circulated among the MSU College of Education and local school counselors. The purpose of the newsletter is for you to practice your role as advocate for yourself and your profession and to provide resources for your population with the focus of benefiting the students. This is a semester-long project. The sooner you get started the better for you. You will create the Newsletter through *Smore.com*. Please see the Canvas assignment description for access to an example.

Requirements:

1. Choose the Newsletter audience (administration, counselors, community members, parents, teachers, or students) and focus (middle or secondary school topics).
2. Cover all areas of development: Academic, Career and Personal/Social.
3. Include advocacy for an appropriate school counselor identity and your program. (CACREP Section III: SC B2)
4. Provide resources that promote informed academic, career and personal/social choices. (CAEP: A9)
5. Include a multicultural aspect that models accepting and equitable treatment of all students.
6. All Newsletter information should be based on research and cited. Articles within the newsletter may cover topics such as:
  - Review of Counseling Techniques/Skills
  - Review of Theory or Ethics
  - Accountability
  - ASCA National Model
  - Applicable research on secondary school topics
  - Activities that may be used with secondary school students, etc.

**Assessment Case Study:** You will use the provided case study to respond to the following questions. You can obtain the case study from Canvas.

1. What uniqueness do you note regarding their culture, language, values, backgrounds and abilities? (CACREP Section III: SC H1)
2. How would you assess or interpret the student's strengths and needs with regards to their uniqueness? (CACREP Section III: SC H1)
3. What assessment strategies would you use to evaluate the student's academic, career, and personal/social development? Please describe. (CACREP Section III: SC H2)
4. What barriers impede the student's academic, career, and personal/social development? And explain. (CACREP Section III: SC H5)

**Research Paper:** You will research at least five (5) *counseling* articles that are recent (<10 years) and are from an accredited and refereed journal (no Wikipedia, magazine articles, newsletters, etc.). Remember to maintain a critical view of research in terms of diverse populations.

Requirements:

Please respond to the following questions using your research as support:

1. Describe at least three multicultural factors that affect student achievement, such as ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity. (CACREP Section III: SC E4)
2. Describe two issues that these factors may create in students, such as abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, suicide, etc. (CAEP: C2d)
3. How do these factors impact student personal, social and academic functioning? (CACREP Section III: SC G1)
4. Identify and describe two evidence-based counseling practices that you plan to use to help promote school success through academic, career and personal/social development for all. Include one individual and one small-group counseling approach. (CACREP Section III: SC I5, J1; CAEP: C2a)
5. How will your counseling program
  - a. enhance students' academic, social, emotional, career, and other developmental needs? (CAEP: C3d)
  - b. help close the achievement gap and prevent students from dropping out? (CACREP Section III: SC K2)

**Crisis and Emergency Management Presentation:** In groups, you will demonstrate your understanding of Crisis and Emergency Management in a class presentation. The presentation should be 30 to 40 minutes in length.

Requirements:

Your group presentation will reflect the following:

1. You are provided a Crisis and Emergency Management Plan for a school setting. In your own words and from your own perspective, how does the provided plan align with the four phases of crisis and emergency management? (CACREP Section II: G5g; CAEP: B7)
2. Describe the role and responsibility of the School Counselor as a member of an interdisciplinary emergency management response team in the crisis and management plan. (CACREP Section II: G1c; Section III: SC A7)
3. What collaboration model does the plan reflect? How? (CACREP Section III: SC M7)
4. Describe at least three skills needed for crisis intervention. (CACREP Section III: SC C6)
5. Provide an example of a situation for each aspect of the provided plan, including the impact on students, educators and schools. (CACREP Section III: SC A7, C6)

**Midterm and Final Exams:** The exams will evaluate your knowledge of readings, PowerPoints and class discussions. Makeup exams will be conducted by consent of the instructor. (CACREP Section III, SC: A6, C2, C4, E3, G2, O1, O3; CAEP: A4, A6, A7, A10, C1b, C2e, C2h, 1c)

**Class Participation:** All students are expected to participate in the class activities and discussions. Where a grade is "borderline," the instructor may use his subjective evaluation of a student's in-class participation for determining the final course grade.

B. Evaluation

Syllabus Question	5 %
Canvas Discussions	10 %
Positive Talk entries	10 %
CSCP Calendar	5 %
Midterm	10 %
Assessment Case Study	15 %
CSCP Newsletter	10 %
Research Paper	15 %
Crisis/Emergency Management Presentation	10 %
Final Exam	<u>10 %</u>
TOTAL	100 %

The following scale will be used:

A= 90%-100%      B= 80%-89%      C= 70%-79%      D= 60%-69%      F= below 60%

**Assignment Policies:**

1. **Assignments and dates are subject to change in the event of unusual circumstances. Students will be informed of changes by class announcements.**
2. **Any late assignment MAY be accepted with instructor's consent, and must be turned in no later than the next scheduled class. All late assignments will be assessed a 10% late penalty.**

## IX. ATTENDANCE POLICY:

This course adheres to the policy published in the MSU *Graduate Bulletin*. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

## X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

### Violations of Academic Honesty include:

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days.

Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal

access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

#### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

## **XII. COUNSELING PROGRAM STANDARDS FOR CNS 725:**

<b>CACREP Core Standards</b>		<b>Assessment</b>
<b>Professional Orientation &amp; Ethical Practice</b>	G1c. Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event	Crisis/Emergency Management Presentation
<b>Helping Relationships</b>	G5g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies	Crisis/Emergency Management Presentation
<b>CACREP School Counseling Standards</b>		<b>Assessment</b>
<b>Foundations</b>	A6. 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	Final Exam
	A7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crisis, disasters, and other trauma-causing events	Crisis/Emergency Management Presentation
	B2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	CSCP Newsletter
<b>Prevention &amp; Intervention</b>	C2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	Final Exam
	C4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	Midterm Exam
	C6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.	Crisis/Emergency Management Presentation
<b>Diversity &amp; Advocacy</b>	E3. 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.	Final Exam
	E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity and their effects on student achievement.	Research Paper
<b>Assessment</b>	G1. Understands the influence of multiple factors that may affect the personal, social, and academic functioning of students.	Research Paper
	G2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	Final Exam
	H1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Assessment Case Study
	H2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Assessment Case Study
	H5. Assesses barriers that impede students' academic, career, and	Assessment

	personal/social development.	Case Study
<b>Research &amp; Evaluation</b>	I5. Understands the outcome research data and best practices identified in the school counseling research literature.	Research Paper
	J1. Applies relevant research findings to inform the practice of school counseling.	Research Paper
<b>Academic Development</b>	K2. 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.	Research Paper
<b>Collaboration &amp; Consultation</b>	M7. Knows school and community collaboration models for crisis/disaster preparedness and response.	Crisis/Emergency Management Presentation
<b>Leadership</b>	O1. Knows the qualities, principles, skills, and styles of effective leadership.	Final Exam
	O3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.	Final Exam
<b>CAEP State Standards</b>		<b>Assessment</b>
<b>Foundations</b>	A4. strategies of leadership designed to enhance the learning environment of schools;	Final Exam
	A6. current issues, policies, laws, and legislation relevant to school counseling;	Midterm Exam
	A7. 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;	Final Exam
	A9. 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;	CSCP Newsletter
	A10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the ASCA Ethical Standards for School Counselors, and the ACA Code of Ethics).	Midterm Exam
<b>Contextual Dimensions</b>	B5. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;	CSCP Calendar
	B7. knowledge of prevention and crisis intervention strategies.	Crisis/Emergency Management Presentation
<b>Program Development, Implementation &amp; Guidance</b>	C1b. 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;	Final Exam
	C1e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;	CSCP Calendar
<b>Counseling &amp; Guidance</b>	C1a. individual and small-group counseling approaches that promote school success through academic, career, and personal/social development for all;	Research Paper
	C2d. issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide);	Research Paper
	C2e. developmental approaches to assist all students and parents at	Midterm Exam

	points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);	
	C2h. approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.	Final Exam
<b>Consultation</b>	C3d. knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.	Research Paper
<b>Professional Identity</b>	D1c. technological competence and computer literacy;	Final Exam

### XIII. COURSE SCHEDULE AND ASSIGNMENTS:

Instructor:

Phone:

Email:

Office:

Office Hours:

WEEK	Topic	Assignment/Activity
1	<p><b>(PROVIDED ON CANVAS)</b></p> <ul style="list-style-type: none"> <li>• Introduction &amp; Course Overview</li> <li>• Ch. 1 Defining Youth at Risk</li> </ul> <p><u>Other Topics:</u></p> <ul style="list-style-type: none"> <li>• Counselor role &amp; function</li> <li>• Collaboration, Advocacy, Consultation &amp; Leadership</li> </ul>	<p><b>MAD MEETING #1</b>  <i>MAD submit in-class:</i></p> <ul style="list-style-type: none"> <li>• Positive Talk Entry 1</li> </ul> <p><i>Submit online (MSU &amp; MAD):</i></p> <ul style="list-style-type: none"> <li>• Syllabus Question</li> <li>• Discussion 1</li> </ul>
2	<p>Ch. 2 Prevention: An overview  Ch. 3 Resilience: Individual, family, school, and community perspectives</p> <p><u>Other Topics:</u></p> <ul style="list-style-type: none"> <li>• Ethical &amp; Legal Considerations, Current Issues and Policies</li> </ul>	<p><b>MSU MEETING #1</b>  <i>MSU submit in-class:</i></p> <ul style="list-style-type: none"> <li>• Positive Talk Entry 1</li> </ul>
3	Ch. 4 The Impact of Dysfunctional Family Dynamics	<p><i>Submit online:</i></p> <ul style="list-style-type: none"> <li>• Positive Talk Entry 2</li> <li>• Discussion 2</li> </ul>
4	<p>Ch. 5 "Who Cares What I Think:" Problems of low self-esteem  Ch. 6 Preventing and Treating Mood Disorders</p>	<p><i>Submit online:</i></p> <ul style="list-style-type: none"> <li>• CSCP Calendar</li> <li>• Positive Talk Entry 3</li> <li>• Discussion 3</li> </ul>
5	<p>Ch. 7 Stress and Trauma: Coping in today's society</p> <p><u>Other Topics:</u></p> <ul style="list-style-type: none"> <li>• Design, Implement, Manage and Evaluation of a CSCP</li> </ul>	<p><b>MAD MEETING #2</b>  <i>Submit online:</i></p> <ul style="list-style-type: none"> <li>• Discussion 4</li> <li>• Positive Talk Entry 4</li> </ul>
6	<p>Ch. 8 "I'll Cry Tomorrow:" Diverse youth and the scars that don't show  Ch. 9 The Secret and All-Consuming Obsessions: Eating disorders</p> <p><u>Other Topics:</u></p> <ul style="list-style-type: none"> <li>• Identifying Student Strengths</li> </ul>	<p><b>MSU MEETING #2</b>  <i>Submit online:</i></p> <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Positive Talk Entry 5</li> <li>• Discussion 5</li> </ul>
7	Ch. 10 "I Don't Want to Live:" The adolescent at risk for	<i>Submit online:</i>

	suicidal behavior Ch. 11 A Future in Jeopardy: Sexuality issues <u>Other Topics:</u> Crisis & Emergency Management Plans	<ul style="list-style-type: none"> <li>Positive Talk Entry 6</li> </ul>
8	Midterm (Chapters 1 – 7) will be available online.	<i>Submit online:</i> <ul style="list-style-type: none"> <li>Midterm Exam</li> </ul>
9	Ch. 12 "I Am Somebody:" Gang membership	<b>MAD MEETING #3</b> <i>Submit online:</i> <ul style="list-style-type: none"> <li>Newsletter Rough Draft</li> <li>Positive Talk Entry 7</li> <li>Discussion 6</li> </ul>
10	<b>SPRING BREAK</b>	
11	Ch. 13 Counseling Queer Youth Ch. 14 Death in the Classroom: Violence in schools	<b>MSU MEETING #3</b> <i>Submit online:</i> <ul style="list-style-type: none"> <li>Positive Talk Entry 8</li> <li>Discussion 7</li> </ul>
12	Ch. 15 "I Can't Live Without It:" Adolescent substance abuse <u>Other Topics:</u> <ul style="list-style-type: none"> <li>Using Technology and Computer Programs in School Counseling</li> </ul>	<i>Submit online:</i> <ul style="list-style-type: none"> <li>Research Paper</li> <li>Positive Talk Entry 9</li> <li>Discussion 8</li> </ul>
13	Ch. 16 Nowhere to Turn: The young face of homelessness Ch. 17 "This Isn't the Place for Me:" School dropout <u>Other Topics:</u> <ul style="list-style-type: none"> <li>Transition Programs</li> </ul>	<i>Submit online:</i> <ul style="list-style-type: none"> <li>Positive Talk Entry 10</li> </ul>
14		<i>Submit online:</i> <ul style="list-style-type: none"> <li>Discussion 9</li> </ul>
15	<u>Madisonville:</u> Crisis & Emergency Management Presentation	<b>MAD MEETING #4</b> <i>Submit online:</i> <ul style="list-style-type: none"> <li>Discussion 10</li> </ul>
16	<u>Murray:</u> Crisis & Emergency Management Presentation	<b>MSU MEETING #4</b> <i>Submit online:</i> <ul style="list-style-type: none"> <li>CSCP Newsletter</li> </ul>
17	<b>FINALS WEEK</b> The exam will be available (Chapters 8-17) online.	<i>Submit online:</i> <ul style="list-style-type: none"> <li>Final Exam</li> </ul>

**XIV. RUBRICS:**

A. Positive Talk Entries (10% of total grade)

Standards	Exceeds Standard	Meets Standards	Does Not Meet Standards
<b>Focus</b>	Clearly identifies positive.	Vaguely identifies positive.	Does not focus on assignment.
<b>Writing</b>	Appropriately written; good sentence structure		Poorly written
<b>15% of total grade</b>			

B. Discussions

Standards	Exceeds Standard	Meets Standards	Developing Standards	Does Not Meet
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				Standards
<b>Response</b>	Clear response to question.	Adequate response to question.	Attempted response to question.	Does not respond to question.
<b>Comment 1</b>	Appropriate comment on another post.		Fails to comment on another post or inappropriate comment	
<b>Comment 2</b>	Appropriate follow-up comment or comment on another post		Fails to comment on another post, follow-up or inappropriate comment	
<b>10% of total grade</b>				

C. CSCP Calendar

CACREP & CAEP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards
<b>CAEP B5</b>	Demonstrates a clear and complete plan for school counseling-related educational programs to administrators, teachers, parents, and the community.	Demonstrates an adequate plan for school counseling-related educational programs to administrators, teachers, parents, and the community.	Minimal plan for school counseling-related educational programs; Incomplete inclusion of administrators, teachers, parents, and the community.	Unclear or improper plan for a school counseling program; Does not include administrators, teachers, parents, and the community.
<b>CAEP C1e</b>	Sophisticated preparation of an action plan that reflects appropriate time commitments and priorities in a comprehensive developmental school counseling program.	Satisfactory preparation of an action plan that reflects appropriate time commitments and priorities in a comprehensive developmental school counseling program.	Unclear action plan; Vague time commitments and priorities in a comprehensive developmental school counseling program.	Inappropriate time commitments; Illogical action plan.
<b>15% of total grade</b>				

D. CSCP Newsletter

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards
<b>CACREP Section III: B2</b>	Sophisticated demonstration of the ability to articulate, model and advocate for an appropriate school counselor identity and program	Appropriate demonstration of the ability to articulate, model and advocate for an appropriate school counselor identity and program	Minimal advocacy and modeling for an appropriate school counselor identity and program	Confused school counselor identity; Minimal advocacy of a school counseling program
<b>CAEP: A9</b>	Demonstrates knowledge and application of technology to assist stakeholders to use	Demonstrates somewhat complete knowledge and application of technology to assist stakeholders to use	Confused application of technology; Vague resources that promote informed choices	Inadequate or superficial use of technology to promote informed choices of stakeholders

	resources that promote informed academic, career, and personal/social choices	resources that promote informed choices		
<b>Execution</b>	Newsletter completely and critically includes all requirements of the assignment	Newsletter adequately includes all requirements of the assignment	Newsletter minimally or vaguely includes required aspects of the assignment	Incomplete newsletter; does not include all required aspects of the assignment
<b>Professional Writing</b>	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, cover page, running head, appropriate citations, appropriate sentence & paragraph structure, and reference page; Appearance is clever, professional & attractive.	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page; appearance is professional & attractive.	Level of writing mostly does not adhere to APA format with inappropriate margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page; Appearance is neat.	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page; Unorganized/messy appearance.
<b>15% of total grade</b>				

E. Research Paper

<b>CACREP &amp; CAEP Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Developing Standards</b>	<b>Does Not Meet Standards</b>
<b>CACREP Section III: SC E4</b>	Demonstrates complete understanding of three student multicultural issues; Sophisticated description of the impact on student achievement	Demonstrates adequate understanding of three student multicultural issues; Proper description of the impact on student achievement	Minimal understanding of student multicultural issues; Limited description of the impact on student achievement	Does not or confused description of multicultural issues that impact student achievement
<b>CAEP: C2d</b>	Precise description of two issues that impact student development and functioning.	Satisfactory description of two issues that impact student development and functioning.	Less than complete identification of issues that impact students.	Does not or unclear description of student issues
<b>CACREP Section III: SC G1</b>	Articulate understanding of the impact on student personal/social, and academic functioning	Clear understanding of the impact on student personal/social, and academic functioning	Minimal understanding of the impact on student functioning	Incomplete or unclear understanding of the impact on student functioning
<b>CACREP Section III: SC I5, J1; CAEP: C2a</b>	Proper application of research data and best practices to promote school success, including individual and small-group counseling	Adequate application of research data and best practices to promote school success, including individual and small-group counseling	Vague application of research data and best practices to promote school success	Does not or unclear application of research to promote school success
<b>CAEP: C3d</b>	Significant knowledge of	Proper description of	Limited description of	Does not describe

	conducting programs that enhance students' academic, career and personal/social developmental needs	conducting programs that enhance students' academic, career and personal/social developmental needs	conducting programs that enhance students' developmental needs	methods to enhance students' developmental needs; Unclear understanding of program purpose
<b>CACREP Section III: SC K2</b>	Complete explanation of minimizing the achievement gap, promote student success and lower drop-out rates	Clear explanation of closing the achievement gap, promote student success and lower drop-out rates	Some description of closing the achievement gap and lower drop-out rates	Lacks understanding of methods to close the achievement gap
<b>Professional Writing</b>	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, cover page, running head, appropriate citations, appropriate sentence & paragraph structure, and reference page.	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Level of writing mostly does not adhere to APA format with inappropriate margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page.
<b>15% of total grade</b>				

F. Case Study

<b>CACREP &amp; CAEP Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Developing Standards</b>	<b>Does Not Meet Standards</b>
<b>CACREP Section III: SC H1</b>	Sophisticated assessment of student's strengths and needs; Identifies culturally appropriate needs and strengths	Accurate assessment of student's strengths and needs	Somewhat relevant assessment of student's strengths and needs	Superficial focus of strengths and needs; Does not identify the underlying issue; Does not identify cultural differences in needs
<b>CACREP Section III: SC H1</b>	Excellent recognition and description of student's uniqueness in culture, language, values, background and abilities	Clear recognition and description of student's uniqueness in culture, language, values, background and abilities	Vague recognition of student's uniqueness and abilities	Inappropriate focus in uniqueness and abilities; Does not make the cultural connection
<b>CACREP Section III: SC H2</b>	Superior understanding of assessment strategies to use to evaluate the student's academic, career and personal/social development	Accurate understanding of assessment strategies to use to evaluate the student's academic, career and personal/social development	Minimal understanding of assessment strategies to evaluate the student's development	Improper strategies for assessment; Does not focus on areas of development
<b>CACREP Section III: SC H5</b>	Identifies and completely describes significant barriers that impede	Identifies and describes appropriate barriers that impede student's	Identifies some barriers that impede student's academic, career, and	Unclear identification of barriers that impact the student's development;

	student's academic, career, and personal/social development	academic, career, and personal/social development	personal/social development	Does not focus on academic, career and personal/social development
<b>Professional Writing</b>	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, cover page, running head, appropriate citations, appropriate sentence & paragraph structure, and reference page.	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Level of writing mostly does not adhere to APA format with inappropriate margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page.	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page.
<b>15% of total grade</b>				

G. Crisis/Emergency Management Presentation

<b>CACREP &amp; CAEP Standards</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Developing Standards</b>	<b>Does Not Meet Standards</b>
<b>CACREP Section II: G5g; CAEP: B7</b>	Sophisticated description of all necessary components of the four phases of crisis and emergency management	Full description of all necessary components of the four phases of crisis and emergency management	Minimal description of all four phases of crisis and emergency management	Does not or confused description of crisis and emergency management
<b>CACREP Section II: G1c; CACREP Section III: SC A7</b>	Demonstrates a complete understanding of the counselor's role in the crisis and emergency management plan; Demonstrates significant understanding of the operation of an emergency management plan	Demonstrates an adequate understanding of the counselor's role in the crisis and emergency management plan; Demonstrates proper understanding of the operation of an emergency management plan	Vague understanding of the counselor's role in the crisis and emergency management plan; Minimal understanding of the operation of an emergency management plan	Does not or incomplete description of the counselor's role in the crisis and emergency management plan
<b>CACREP Section III: SC C6</b>	Demonstrates superior knowledge of skills needed to manage crises; Presents critical understanding of the impact on students, educators, and schools	Adequate knowledge of skills needed to manage crises; Presents proper understanding of the impact on students, educators, and schools	Describes relevant aspects of skills needed to manage crises; Minimal understanding of the impact on students, educators, and schools	Unclear or incomplete knowledge of skills needed to manage crises; Inappropriate understanding of the impact on students, educators, and schools
<b>CACREP Section III: SC M7</b>	Clearly articulates a model for school and community collaboration	Articulates essential aspects for school and community collaboration	Minimal description of school and community collaboration	Unclear model for school and community collaboration

<p><b>Presentation</b></p>	<p>Students eloquently articulates a thorough understanding of the counselor role &amp; program; Applies knowledge in a thorough and convincing manner; Presents self in a mature &amp; striking professional manner</p>	<p>Students properly describe an adequate understanding of the counselor role &amp; program; Applies knowledge in a reasonable manner; Presents self in a professional manner</p>	<p>Students minimally demonstrate the counselor role &amp; program; Lacks professionalism, un-businesslike</p>	<p>Does not demonstrate the counselor role; Unprofessional</p>
<p style="text-align: center;"><b>15% of total grade</b></p>				