Spring 2021

CE 645 Syllabus: School Counseling Practice

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Winona State University

Winona State University
Counselor Education Department
CE 645: School Counseling Practice
Semester Hours: 3

Course Locations	***See Course Schedule for class meeting times and locations*** Dr. Cigrand's Zoom Room: https://minnstate.zoom.us/my/cigrandwsuced Rochester Broadway Building 317 Helble Hall 343
Instructor	Dawnette Cigrand, Ph.D.
Instructor Phone & E-Mail	507.457.5336; dcigrand@winona.edu
Program Website	https://www.winona.edu/counseloreducation/
Instructor Office Location	Helble Hall 350 or via Zoom https://minnstate.zoom.us/my/cigrandwsuced
Instructor Office Hours:	Mondays and Thursdays, 11AM-4PM and by appointment

I. COURSE DESCRIPTION

This course addresses important conceptual and practical issues of effective school counseling practice, with an emphasis on the critical importance of proactive, primary prevention applications that positively impact student development and success. Developmental guidance curriculum, consultation, advocacy, and data-driven outcomes will be addressed, both in the classroom and in field-based learning cohorts.

II. COURSE PREREQUISITES

Prerequisites: CE 635 - Orientation to School Counseling. Grade only.

III. COURSE OBJECTIVES

Students will:
1. Apply knowledge of developmental theory to classroom guidance curriculum design and delivery, and classroom management models.
2. Design individual and small group interventions that are theoretically and empirically based befitting to children's and adolescents' presenting

concerns, developmental levels and multicultural considerations.

3. Accurately synthesize various types of information, including assessment and other data, into a case conceptualization and treatment plan.
4. Express awareness of multicultural considerations in working with and assessing special populations and cultural groups.
5. Identify and deliver necessary components of individual counseling sessions and individual student planning sessions.
6. Demonstrate basic knowledge of behavioral characteristics of individuals with exceptionalities, disabilities, behavior disorders, mood disorders, victims of abuse and individuals who are using alcohol or drugs.
7. Provide leadership and consultation in situations with parents, teachers, administrators and other key stakeholders as a part of a mock student assistance team.
8. Utilize technology to analyze data in decision-making for systems of students.
9. Articulate the school counselor's role as a change agent, in school leadership, and in crisis planning, response and follow-up.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

American School Counselor Association (2019). *The ASCA national model: A framework for school counseling programs, 4th edition.* Alexandria, VA: Author. ISBN-10 : 1929289596

American School Counselor Association (2016). *The ASCA National Model Implementation Guide, 2nd edition.* Alexandria, VA: Author. ISBN-10 : 192928960X

Hatch, T. (2013). *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession, 1st edition*. ISBN-10 : 9781452290256

V. COURSE CONTENT AREAS

This course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. It also meets several Program Area Standards for the **School Counseling** content, which are outlined below. The evaluation methods linked to specific standards for CE 645 are also included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	RLT 1 Career Program Development	RLT 2 Intervention Implementation	RLT 3 Data in Classrooms	RLT 4 Team Consultation and Collaboration
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE				
1k. Strategies for personal and professional self-evaluation and implications for practice.	X	X	X	X
2. SOCIAL AND CULTURAL DIVERSITY				
2h. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.			X	
3. HUMAN GROWTH AND DEVELOPMENT				
3f. Systemic and environmental factors that affect human development, functioning, and behavior.		X		
3h. A general framework for understanding differing abilities and strategies for differentiated interventions.		X		X
5. COUNSELING AND HELPING RELATIONSHIPS				
5b. A systems approach to conceptualizing clients.		X	X	
5c. Theories, models, and strategies for understanding and practicing consultation.				X
5h. Developmentally relevant counseling treatment or intervention plans.		X		
5i. Development of measurable outcomes for clients.			X	
5l. Suicide prevention models and strategies.		X		
7. ASSESSMENT AND TESTING				
7d. Procedures for identifying trauma and abuse and for reporting abuse.		X		
7j. Use of environmental assessments and systematic behavioral observations.				X
8. RESEARCH AND PROGRAM EVALUATION				
8d. Development of outcome measures for counseling programs.			X	
8e. Evaluation of counseling interventions and programs.			X	
8i. Analysis and use of data in counseling.			X	

2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	RLT 1 Career Program Development	RLT 2 Intervention Implementation	RLT 3 Data in Classrooms	RLT 4 Team Consultation and Collaboration
1. FOUNDATIONS				
1c. Models of P-12 comprehensive career development.	X			
1d. Models of school-based collaboration and consultation.				X
1e. Assessments specific to P-12 education.			X	
2. CONTEXTUAL DIMENSIONS				
2a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools.				X
2b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.				X
2c. School counselor roles in relation to college and career readiness.	X			
2d. School counselor roles in school leadership and multidisciplinary teams.				X
2e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.				X
2f. Competencies to advocate for school counseling roles.			X	
2g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.		X		
2h. Common medications that affect learning, behavior, and mood in children and adolescents.				X
2j. Qualities and styles of effective leadership in schools.				X
2m. Legislation and government policy relevant to school counseling.				X
2n. Legal and ethical considerations specific to school counseling.	X	X	X	X
3. PRACTICE				
3b. Design and evaluation of school counseling programs.	X	X	X	
3c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.			X	
3d. Interventions to promote academic development.		X		

3e. Use of developmentally appropriate career counseling interventions and assessments.	X			
3f. Techniques of personal/social counseling in school settings.		X		
3g. Strategies to facilitate school and postsecondary transitions.	X			
3h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.		X		X
3i. Approaches to increase promotion and graduation rates.			X	
3l. Techniques to foster collaboration and teamwork within schools.				X
3m. Strategies for implementing and coordinating peer intervention programs.		X		
3n. Use of accountability data to inform decision making.			X	
3o. Use of data to advocate for programs and students.			X	

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

A. Instructor and Guest Speaker Lectures
B. Use of technology and multimedia including videos, films, and interactive apps
C. Cooperative and self-directed learning
D. Modeling followed by Repeated Practice
E. Reflective self-evaluations and goal setting
F. Case study examination and discussion
G. Experiential Learning: Simulations, Role plays, and Service Learning in schools

VII. COURSE EVALUATION METHODS

- Each assignment is given a percentage score out of 100%. Then, each assignment is weighted on the percentages noted in the table below.

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/*School*	Weight
1, 2, 8	RLT 1: Career Program Development	*-/-/1c, 1e, 2c, 3b, 3e, 3g, 3i,*	20
2, 5, 7	RLT 2 Intervention Implementation	1k, 5h, 5l, 7d/-/*2g, 2h, 3d, 3f, 3m,*	30
1, 3, 7, 9	RLT 3: Data in Classrooms	2h, 5i, 8d, 8i/-/*2a, 2f, 3c, 3n, 3o*	40
4, 6, 7	RLT 4: Team Consultation and Collaboration	3f, 3h, 5b, 5c, 7j/-/*1d, 2b, 2d, 2e, 2j, 2m, 2n, 3h, 3l,*	10
			100

Grading Scale (Course):

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

A. Description of Assignments

A Reflective Learning Task or RLT, is a process whereby students address issues/dynamics of school counseling by synthesizing past learning and experiences, required and extended readings, experiential activities, class discussion, and professional reflection. In other words, RLT's should be an integration of the experiences from the classroom, the school setting, current literature, peer discussion and YOU! Because each of you has had varied previous and outside experiences, RLT's will be very individualized and relevant to your personal and professional development as a school counselor-in-training. With that said, please remember that we can learn a lot from others in the classroom, so you are encouraged to seek *consultation* on the RLT's you turn in.

For those of you unfamiliar with RLT's, they do represent a shift from summarizing and regurgitating to higher-order conceptualizing and delivery of a product based on an integration of learned knowledge, practiced skills and expanding awareness. For each of the RLT's, you will be completing readings and directed tasks, sharing your work with the members of your class, and receiving feedback and support from university and field professionals. Initially the RLT process can feel ambiguous and challenging. Please embrace this growth process! Not only is this consistent with many of the issues facing school counselors, but also provides an opportunity to

bring yourself to the process. Before, during and after completing an RLT, remember to ask yourself how this process relates to YOUR professional development in the school counseling field.

1. **RLT 1 – Developmental Career Programming** - Our class is partnering with Dover-Eyota (DE) Middle School to deliver career programming to 8th grade students. The DE School Counselor (Ryan McRae) will be delivering the assessments; however, they will be scored by WSU CE Counseling students. Based on the DE student scores, WSU CE students will deliver the results to one or more groups of students in a creative, meaningful way, and provide informative programming on career types to all students. DE students will be encouraged to use the results of the assessments to develop their course schedule for high school.

Class member responsibilities:

1) Score distributed assessments.
2) Create a program outline to teach students about Career types and facilitate delivery of the assessment results to students, then submit lesson plan for the program delivery and corresponding materials to D2L for grading.
3) Integrate a virtual classroom management strategy or tech tool into your program delivery. On <u>one </u>Powerpoint slide, describe the tool and its' uses for school counselors.
4) In class, participate in a reflective class discussion, focusing on successes and growth areas related to: 1) event planning, and 2) career development with middle school students, 3) program delivery methods, and 4) classroom management methods that can be used in virtual or face-to-face formats.

RLT 1 - Submit to D2L > 1. Program Outline and Career program materials, 2. Tech Tool PP Slide

2. **RLT 2 – Individual or Small Group Intervention Development** - The goal of RLT 2 is for you to integrate theory and intervention to effectively address presenting issues students typically face in schools through individual or small group counseling.

Part 1 and 2: Research and write a 3-4 page literature review discussing (a) a presenting issue typically faced by students and addressed by school counselors, (b) an intervention method useful for elementary students, (c) an intervention method for middle school students, and (d) an intervention for high school students**.** Use examples of issues students may be battling or may present in individual or small group counseling (e.g., anxiety, racial discrimination, sexuality, self-esteem, coping with death or moving, school failure, friendships, etc.). Informally present to the class on these interventions.

Part 3: Create a 4-5 minute video using video modeling principles that demonstrates a skill that would support a student presenting with the issue you researched. Upload the video to Mediaspace and submit the video link to the D2L Dropbox.

Part 4: Developmental Reflection. Complete the ASCA School Counselor Professional Standards and Competencies Assessment (p. 95-102 in ASCA Model) using the following Likert Scale:

1-I do not have the knowledge, skills or awareness to fulfill this competency.
2-I have some knowledge, skill or awareness, but would need substantial support to fulfill this competency.
3-I have an adequate amount of knowledge, skill or awareness and could fulfill this competency with supervision.
4-I have a moderate amount of knowledge, skill or awareness regarding this competency and could fulfill this competency effectively without supervision.
5-I have a substantial amount of knowledge, skill or awareness regarding this competency and could teach or model this competency effectively for others.

After completing the assessment, look for key themes that denote your areas of strength and areas of growth based on the assessment results. Write a 3-4 page reflective paper describing these strengths and growth areas, as well as how you intend to develop these competencies in practicum and internship.

RLT 2 - Submit to D2L > 1. Literature Review, 2. Video Modeling recording link, 3. ASCA Competency Reflection

3. RLT 3 – Data Reporting and Classroom Lesson Delivery - The goal of RLT 3 is for you to use real assessment data to effectively create program or grade level goals, design school counseling curriculum, deliver classroom lessons and measure outcomes of those lessons.

Part 1: Data Report. Using state level data (MN Report Card, MN Student Survey, SLEDS data, etc.), develop a 1-2 page report that you will discuss/share with administration and teachers displaying the data and goals in an informative way.

Part 2: Goals and Lesson Plan Development. Develop 3 SMART goals for your school, or grade level from Part 1. Then, develop an outcome measure for each of these 3 SMART goals.

Part 3: Lesson Plan and Lesson Delivery. Develop and deliver one 20-minute lesson plan to your assigned small group from CE 645. Be sure to hand in the lesson plan using the lesson plan template provided and a video link to a recording of the lesson

delivery which has been uploaded to MediaSpace.

Part 4: Developmental Reflection. After you have viewed the video of your classroom lesson delivery for RLT 3, part 3, write a 2-3 page paper which should include: 1) a self-evaluation of your instruction, including discussion of knowledge, skills and delivery of content, and management of the group, and assessment of outcomes, and 2) a discussion of areas that need continued development to become a more effective school counselor.

RLT 3 - Submit to D2L>1. Data Report, Smart Goals, Outcome Measures, Lesson Plan, Mediaspace link, Reflection

4. **RLT 4 - Accommodating Students with Disabilities, Collaboration and Consultation**

Part 1: Prepare a 1-2 page resource guide (it can be front/back) describing an assigned disability and 2 accommodations to support that disability in classrooms.

Research the disability you have been assigned and identify 2 evidenced-based developmentally appropriate accommodations for K-12 students. Create a one-page handout that could be used with parents or educators with a description of the disability, and 2 accommodations that can support students with that disability**.**

Part 2: Informally present information about the disability and 2-3 accommodations to the class. In this informal 5-minute presentation, you will discuss what you learned about the disability as well as the accommodations for that disability. *Be sure to discuss how these accommodations could be modified for practice at the elementary, middle and high school levels. On the assigned date,* **share the handout from Part 1 with classmates on D2L Discussion Board.**

Part 3: 504 Plan Mock Meeting, Reading and Reflection. You will draw a role to play for a mock 504 meeting. To prepare for the meeting, you will read: https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf to know your rights and responsibilities. On the day the mock meeting is scheduled, you will work with a 504 team to prepare a 504 plan for a student with a disability (more to come on this process). Participate in class in the mock 504 meeting.

Part 4: Class Reflective Discussion. In class, participate in a reflective class discussion, focusing on successes and growth areas related to: 1) working with students with disabilities, 2) team meeting facilitation, 3) consultation and collaboration strategies.

RLT 4> Submit to D2L Disability Resource Guide

B. Grading for Course

RLT 1 - Submit to D2L > 1. Program Outline and Career program materials, 2. Tech Tool PP Slide

Criteria	Level 4	Level 3	Level 2	Level 1
	10 pts	**9-8 pts**	**7-6 pts.**	**5 – 0**
Test Scoring	Tests Scored Accurately.	Tests Scored Accurately with 2 to no errors.	Tests Scored with 3 to 5 errors.	Tests not scored on time, or with more than 5 errors.
	20 -18 pts	**17-16 pts**	**15-13 pts.**	**12-0 pts.**
Test Interpretation	Results delivered accurately based on test specifications, and demonstrate a creative synthesis of all of the assessments, consider psychosocial and cultural factors, and provide personalized recommendations to the client in a meaningful way.	Results delivered accurately based on test specifications, and demonstrate a synthesis of all of the assessments, consider psychosocial and cultural factors, and provide recommendations to the client in a meaningful way.	Most results are delivered accurately based on test specifications and demonstrate basic understanding of most of the assessments and provide recommendations to the client aligned with test results.	Some results are not based on test specifications and demonstrate basic understanding of some of the assessments or they provide recommendations to the client that do not align with results or client specifics.
	50 -48 pts	**47-44 pts**	**43-40 pts.**	**39-0 pts.**
Program Outline and Materials	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.	Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.
Instructional Planning	Plans and sequences instruction that reflects (a) an understanding of	Demonstrates 2 of the following: Plans and sequences instruction that reflects	Demonstrates 1 of the following: Plans and sequences instruction	Does not demonstrate one or more of the following effectively: Plans

	the key content to be delivered, (b) useful engagement strategies for student learning, and (c) developmental needs of students.	(a) an understanding of the key content to be delivered, (b) useful engagement strategies for student learning, and (c) developmental needs of students.	that reflects (a) an understanding of the key content to be delivered, (b) useful engagement strategies for student learning, and (c) developmental needs of students.	and sequences instruction that reflects an understanding of the key content to be delivered, useful engagement strategies for student learning, and developmental needs of students.
	20 -18 pts	**17-16 pts**	**15-13 pts.**	**12-0 pts.**
School Counselor Tech Tool Slide	Displays a method of using technology that (a) is explained with practical applications to school counseling work, (b) has the potential to engage students or make them more productive, (c) in a visually appealing and informative way.	Demonstrates 2 of the following: Displays a method of using technology that (a) is explained with practical applications to school counseling work, (b) has the potential to engage students or make them more productive, (c) in a visually appealing and informative way.	Demonstrates 1 of the following: Displays a method of using technology that (a) is explained with practical applications to school counseling work, (b) has the potential to engage students or make them more productive, (c) in a visually appealing and informative way.	Does not demonstrates 1 or more of the following effectively: Displays a method of using technology that (a) is explained with practical applications to school counseling work, (b) has the potential to engage students or make them more productive, (c) in a visually appealing and informative way.
Total Score				
Overall Score	**Level 4** **15 or more**	**Level 3** **11 or more**	**Level 2** **7 or more**	**Level 1** **0 or more**

RLT 2 - Submit to D2L > 1. Literature Review, 2. Video Modeling recording, 3. ASCA Competency Reflection

RLT 2	Expectations	Comments	Score
Part 1: Literature Review	Clear summary of research-based interventions; applicable in schools; APA style and formatting; polished writing.		/20
Part 2: Informal Presentation	Knowledgeable of interventions; considers applications to the SC field at various levels or with various presenting concerns; articulate and confident in presenting.		/10
Part 3: Video Modeling	See Powerpoint and rubric on Video Modeling		/30
Part 4: ASCA Competency Reflection	See ASCA Competency Reflection Rubric below		/40
Total Score			/100

VIDEO	30-28 points	27-25 points	24-20points	19 or fewer points
Skill Description	Includes both a clear description of skill, and developmental considerations for the target student population.	Includes clear description of skill, but steps or developmental considerations for the target student population is not amply considered.	Description of skill is unclear, however, developmental considerations for the target student population are included.	Description of skill, is unclear; does not include developmental considerations for the target student population.
Video Development	All of the following components are present in the video: the student creates a (a) clear series of steps within the video (b) of parts of a skill that are (c) then performed through modeling, and (d) explained either through text, or verbal descriptions or visual demonstrations.	Three of the following components are present in the video: the student creates a (a) clear series of steps within the video (b) of parts of a skill that are (c) then performed through modeling, and (d) explained either through text, or verbal descriptions or visual demonstrations.	Two of the following components are present in the video: the student creates a (a) clear series of steps within the video (b) of parts of a skill that are (c) then performed through modeling, and (d) explained either through text, or verbal descriptions or visual demonstrations.	One of the following or no components are present in the video, or a video has not been submitted: (a) clear series of steps within the video (b) of parts of a skill that are (c) then performed through modeling, and (d) explained either through text, or verbal descriptions or visual demonstrations.
ASCA Competency Reflection	40-38 points	37-35 points	34-32points	31 or fewer points

Identifies thematic areas of strength	Identifies four thematic areas of strength based on the ASCA School Counseling Competency Assessment.	Identifies three thematic areas of strength based on the ASCA School Counseling Competency Assessment.	Identifies two thematic areas of strength based on the ASCA School Counseling Competency Assessment.	Identifies one or fewer thematic areas of strength based on the ASCA School Counseling Competency Assessment.
Identifies thematic areas for growth	Identifies four thematic areas of growth based on the ASCA School Counseling Competency Assessment.	Identifies three thematic areas of growth based on the ASCA School Counseling Competency Assessment.	Identifies two thematic areas of growth based on the ASCA School Counseling Competency Assessment.	Identifies one or fewer thematic areas of growth based on the ASCA School Counseling Competency Assessment.
Evaluates Own Performance with self-awareness, as aligned with evidence	Displays a strong understanding of their own areas of strength and growth and provides substantial evidence for their determination	Displays a strong understanding of their own areas of strength and growth and provides some evidence for their determination.	Displays an under-developed understanding of their own areas of strength and growth and provides some evidence for their determination.	Displays an under-developed or incongruent understanding of their own areas of strength and growth or provides little evidence for their determination.
Establishes goals for professional development and improvement	Identifies four goal areas for professional development, with a clear plan to achieve those goals.	Identifies three goal areas for professional development, with a clear plan to achieve those goals.	Identifies two goal areas for professional development, with a clear plan to achieve those two goals, or 3/4 goals with an unclear plan to achieve goals.	Goal areas for professional development are not clearly established nor planned with thoughtful consideration.

RLT 3 - Submit to D2L > 1. Data Report, Smart Goals, Outcome Measures, Lesson Plan, Mediaspace link of lesson, Reflection

RLT 3: Classroom Teaching and Management

Assessment	Expectations	Comments/Feedback	Score
Part 1: Data Report	Uses data to develop curriculum; presents data accurately and effectively to advocate for students' needs and counseling program goals		/15
Part 2: SMART Goals and Outcome Measures	Develops SMART goals based on data and SLO assessments which are developmentally appropriate and aligned to goals and corresponding curriculum.		/15

Part 3a: Lesson Plan development	Develops lesson and instructional strategies to meet student needs and school goals and is based on assessment data.		/15
Part 3b: Lesson Plan Delivery	Use of classroom management technique(s) is present; effectively delivers class lesson in engaging and knowledgeable way; connected to ASCA mindsets/behaviors.		/15
Part 4: Reflection	Identifies professional strengths and growth areas, relates to impact on student growth and development, and discusses plan for improvement.		/40
Total			/100

RLT 4 - Submit to D2L > Disability Resource Guide

RLT 4 **Accommodating Students with Disabilities, Collaboration and Consultation**

RLT 3: Accommodating Students with Disabilities, Collaboration and Consultation	
Resource Guide – Research-based information. Info is useful to parents or other educators. Non-judgmental language.	/30
Comments:	
Informal Presentation – Uses EBP. Articulates knowledge professionally and without reading to class. Discusses accommodations for elementary, middle school and high school students. Considers multiple applications to comprehensive school counseling programs.	/30
Comments:	

504 Plan Mock Meeting, Reading and Reflection - **Articulates strengths and growth areas relative to development. Considers school counselor's role as leader in schools, and in collaboration and consultation.**	/40
Comments:	
Total Score:	/100

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: http://www.winona.edu/sld/academicintegrity.asp.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at http://www.winona.edu/accessservices/gettingstarted.asp.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: http://www.winona.edu/diversity/estatement.asp.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at http://www.winona.edu/gradstudies/currentstudents.asp

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):
RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330.   The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: http://www.winona.edu/diversity/22.asp.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: http://www.winona.edu/sld/studentgrievance.asp

IX. COURSE SCHEDULE

DATE Class Location	Content	CACREP Standards Taught Core/CMHC/*School*	Course Readings	Class Activities/**Assignments (in bold)**
1.14.21 Virtual	School Counselor Role Review; Getting Organized	1k/-/	Hatch – Intro ANM - p. 5-15 AIG – p. 5-21	Complete ASCA Professional Standards and Competencies Exercise, p. 5-15
1.21.21 Virtual	School Counseling Core Curriculum Preparing for Practicum/Internship	-/-/*1c, 2c, 3b, 3g,*	Hatch – CH1 ^College Board, 2010	Career Counseling Tools

Date/Location	Topic	Standards	Readings	Assignments/Activities
1.28.21 Broadway 317	Multi-Tiered System of Support (MTSS)		Hatch – CH2	Begin Prepping for Dover-Eyota Career Program
2.4.21 Broadway 317	Identifying Student Needs Using Data	2h, 3f/-/1e, 2g, 3b, 3n,	Hatch – CH3 ^Bemak, Williams & Chung, 2018; AIG - p. 21-58	Partner Data Activity Mental Health Assessment
2.11.21 Virtual	Using Data to Evaluate Program Outcomes	5i, 8d, 8e, 8i/-/3n	Hatch – CH 4; ^Whiston & Quimby, 2009; AIG – p. 85-94	**RLT 1 Due to D2L** Finalize Dover-Eyota Career Program
2.18.21 **	Dover Eyota Career Programming			**We will be conducting Virtual Career Programming with Dover-Eyota Middle School on February 15 and 18th – from 1:30-3:30 No evening class on the 18th.
2.25.21 Helble Hall 343	Application of Theory to School Counseling work	-/-/3d,3e,3f, 3h,		RLT 1 Discussion
3.4.21 Virtual	Curriculum Development and Implementation School Counseling Ethics	-/-/2n, 3c,	Hatch CH 5, CH 6 AIG p. 59-84, 95-101	
3.11.21 Broadway 317	Evidenced-Based Practice: Intervening with Impact	5b, 5h/-/3d,3e,3f, 3i, 3m	Hatch CH 7	**RLT 2 Due to D2L** RLT 2 Informal Presentations on SC Interventions
3.18.21 Helble Hall 343	School Counselor Skills: Classroom Management and Clinical Skill work	3h, 5l, 7d, 7j/-/2e		Practice Exercises: De-escalating Students, Suicide Risk Assessment, Mandatory Reporting

				Crisis Planning
3.25.21 Broadway 317	Identifying Needs of Diverse Students (Supporting Students of Color, Special Education and Gifted Students); Consultation and Collaboration Models	3h, 5c/-/1d, 2b, 2d, 3l	Hatch CH 8 ^deBettencourt, 2002 ^A Nation Deceived, 2004 ^Christenson & Sheridan (2001); ^US Department of Education, 2016	
4.1.21 Broadway 317	504 Plan Simulation	-/-/2b		**RLT 4 Due to D2L**
4.8.21 Virtual	Vulnerable Populations and Case Study Discussion	-/-/3h		RLT 4, Part 2 Informal Presentations on Disabilities/Accommodations Small groups will be assigned a case study to present and lead discussion on.
4.15.21 Virtual	Sharing Results	-/-/3o	Hatch CH 10, 11, 12 AIG – p. 141-156	
4..22.21 Virtual	Diversity, Leadership and Advocacy	-/-/2a,2f, 2j, 2m	Hatch CH9, CH13; Cigrand, Gaenzle, Malott & Jones (2015); AIG- p.102-140	
4.29.21 No Class Meeting				**RLT 3 Due to D2L**
KEY	ANM = ASCA NATIONAL MODEL; AIG = ASCA IMPLEMENTATION GUIDE; HATCH= HATCH TEXTBOOK			