

EDCP 789T: Capstone Course: Program Planning

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Class Meeting Site: Benjamin 2102

Class Meeting Time: 4:15-7:00 PM

Office Hours: By appointment

Course Description:

This is the capstone seminar in school counseling. The course is designed to prepare students to become leaders and collaborators in developing, implementing, and evaluating comprehensive, data driven, school counseling programs. Emphasis is placed on the role of the school counselor as a leader, collaborator, and systemic change agent effective at enhancing the learning environment. Ultimately, the course will help future school counselor leaders build effective programs and develop stakeholder/partnership teams that promote equitable services for all K-12 students.

Course Objectives:

By the completion of this course, students will demonstrate the following dispositions, knowledge, skills, and attitudes as stipulated by CACREP (2009): *Standards for School Counseling Programs* are noted):

1. Demonstrate an understanding of the role and function of the contemporary professional school counselor to contemporary educational settings (A.1-5; B.2; J.3)
2. 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. (A.6)
3. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (B.1)
4. Connect the impact of the school counseling program to the instructional mission of the school (K.1)
5. Demonstrate how to design, implement, and evaluate data driven comprehensive school counseling strategies and interventions to enhance the academic, career and personal/social development of students (C.2; I.4; I.5; J.2; J.3; P.1; P.2)

6. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (C.4)
7. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. (C.5)
8. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. (C.6)
9. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (E.2)
10. Demonstrate an understanding of systemic school counseling as a process for promoting access, equity and social justice in school settings (H.4; K.2)
11. Knows models of program evaluation for school counseling programs. (I.2)
12. Knows basic strategies for evaluating counseling outcomes in school counseling. (I.3)
13. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card). (I.4)
14. Applies relevant research findings to inform the practice of school counseling. (J.1)
15. Develop measurable outcomes for school counseling programs, activities, interventions, and experiences. (J.2)
16. Analyzes and uses data to enhance school counseling programs. (J.3)
17. Analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. (H.3)
18. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (F.3)
19. Understand the alignment of state and national initiatives such as the ASCA National Model with a systemic comprehensive developmental K-12 school counseling program. (A.5)
20. Identify the skills and styles of effective leadership and explain systems and systemic change. (O.1, O.4)
21. Understand the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration. (M.1)
22. Know strategies to promote, develop, and enhance effective teamwork within the school and the larger community. (M.2)
23. Know how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. (M.3)
24. Understands systems theories, models, and processes of consultation in school system settings. (M.4)
25. Know strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. (M.5)
26. Know school and community collaboration models for crisis/disaster preparedness and response. (M.7)
27. Know the qualities, principles, skills, and styles of effective leadership. (O.1)
28. Know strategies of leadership designed to enhance the learning environment of schools. (O.2)

29. Know how to design, implement, manage, and evaluate a comprehensive school counseling program. (O.3)
30. Understand the important role of the school counselor as a system change agent. (O.4)
31. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. (P.1)

Required Readings:

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

Chen-Hayes, S. F., Ockerman, M. S., & Mason, E. C. M. (2014). *101 Solutions for school counselors and leaders in challenging times*. Thousand Oaks, CA: Sage.

Kaffenberger, C. & Young, A. (2013) *Making DATA Work*. ASCA publication (3rd ed.) Alexandria, VA: ASCA.

Supplemental Readings:

Baynton, D. C. (2010). Disability and the justification of inequality in American history. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States* (pp. 92-102). New York: Worth Publishers.

Chen, E. C., Budianto, L., & Wong, K. (2010). Professional school counselors as social justice advocates for undocumented immigrant students in group work. *The Journal for Specialists in Group Work, 35*(3), 255-261.

Duran, E., Firehammer, J., & Gonzalez, J. (2008). Liberation psychology as the path toward healing cultural soul wounds. *Journal of Counseling & Development, 86*, 288–295.

Galassi, J. P., & Akos, P. (2007). *Strengths-based school counseling: Promoting student development and achievement*. New York, NY: Routledge.

Janson, C., Stone, C., & Clark, M. (2009). Stretching leadership: A Distributed perspective for school counselor leaders. *Professional School Counseling, 13*(2), 98-106.

Johnson, H. G. (2010). Patriarchy. In P. S. Rothenberg (Ed.), *Race, class, and gender in the United States* (pp. 153-162). New York: Worth Publishers.

Liu, W. M., Soleck, G., Hopps, J., Dunston, K., & Pickett, T., Jr. (2004). A New framework to understand social class in counseling: The social class worldview model and modern classism theory. *Journal of Multicultural Counseling and Development, 32*(2), 95-122.

- Poteat, V. P., O'Dwyer, L. M., & Mereish, E. H. (2012). Changes in how students use and are called homophobic epithets over time: Patterns predicted by gender, bullying, and victimization status. *Journal of Educational Psychology, 104*(2), 393-406.
- Reeve, D. (2000). Oppression within the counselling room. *Disability & Society, 15*(4), 669-682.
- Shin, R. Q. (2014). The application of critical consciousness and intersectionality as tools for decolonizing racial/ethnic identity development models in the fields of counseling and psychology. In R. Goodman & P. Gorski (Eds.). *Decolonizing "Multicultural" Counseling and Psychology: Visions for Social Justice Theory and Practice*. New York: Springer SBM Publications.
- Shin, R. Q., Daly, B. P., & Vera, E. M. (2007). The relationships of peer norms, ethnic identity, and peer support to school engagement in urban youth. *Professional School Counseling, 10*(4), 379-388.
- Shin, R. Q., & Kendall, M. (2012). Dropout prevention: A (re)conceptualization through the lens of social justice. In E. Vera (Ed.). *The Oxford Handbook of Prevention in Counseling Psychology* (pp. 213-225). New York: Oxford University Press.
- Shin, R. Q., Morgan, M. L., Buhin, L., Truitt, T. J., & Vera, E. M. (2010). Expanding the discourse on urban youth of color. *Cultural Diversity and Ethnic Minority Psychology, 16*(3), 421-426.
- Shin, R. Q., Rogers, J., Silas, M., Smythe-Brown, C. Stanciu, A., Austin, B. (2010). Advancing social justice in urban schools through the implementation of transformative groups for youth of color. *The Journal for Specialists in Group Work, 35*(3), 230-235.
- Smith, L. C., & Shin, R. Q. (2012). Moving counseling forward on LGBT Issues: Speaking queerly on discourses and microaggressions. *The Counseling Psychologist, 40*(3), 385-408.
- Stieglitz, K. A. (2010). Development, risk, and resilience of transgender youth. *Journal of the Association of Nurses in AIDS care, 21*(3), 192-206.
- Vera, E. M., & Shin, R. Q. (2006). Promoting strengths in a socially toxic world: Supporting resiliency with systemic interventions. *The Counseling Psychologist, 34*(1), 80-89.

Course Expectations and Professional Dispositions:

In this course, students will:

1. Display all of the professional dispositions of counselors including (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) respect for diverse views and openness to diversity, (k) attention and adherence to ethical and legal standards, and (l) showing initiative and motivation.

2. Demonstrate respect for the professors and their colleagues by refraining from distractions like checking email, texting, or other disruptive classroom behaviors.
3. Carefully and critically engage with readings outside of class and to be prepared to discuss these readings in class. It is essential to be up-to-date on the readings so that class time can be used for discussion of materials and review of strategies and interventions.
4. Be committed to learning outside of the box by engaging in experiential activities and teamwork outside the classroom.

Course Requirements:

1. Attendance and Active Participation in Class (10 pts)

As this is an experiential class with much of the learning occurring in the context of discussion, demonstration, lab sessions, and outside class group experiences students are encouraged to attend **ALL** classes and outside class learning experiences. Students are expected to read the assigned readings and actively take part in class discussions and group activities as well as in any inside or outside class experiences. Evaluations will be impacted by the ability to display professional dispositions and demonstrate respect for the professors and their colleagues.

2. Capstone Project Partial Submissions (Total 20 pts)

- a. Students will submit draft copies of the relevant completed templates for the following sections:
 - School Description & Data Profile (5pts)
 - Foundation (5 pts)
 - Management (5pts)
 - Delivery (5 pts)

Documents should be submitted according to the due dates expressed in the course schedule. Students will receive comments to guide the development and revision of their projects throughout the semester.

3. Capstone Project: Program Development Project (50 points)

The goal of this project is to develop a comprehensive, developmental school counseling program for an elementary, middle, or high school. You will need to extrapolate some data based on the school report card or other resources, and you will also creatively manufacture some steps in the process. However, most of the process and products will be real. The project will incorporate the ASCA National Model (2012) and the ASCA Mindsets and Behaviors for Student Success. The project will include the design, organization, coordination, and evaluation of a data driven comprehensive school counseling program. Because this is the largest requirement of the course, as well as your capstone project for the school counseling program, a significant proportion of class time will be devoted to helping you develop and execute this assignment.

4. Capstone Project Poster Presentation (20 points)

Grading Criteria:

A+	97-100	B+	87-89.99	C+	77-79.99	D+	67-69.99	F	0-59.99
A	93-96.99	B	83-86.99	C	73-76.99	D	63-66.99		
A-	90-92.99	B-	80-82.99	C-	70-72.99	D-	60-62.99		

Accommodations:

Students who have a **diagnosed** disability or condition, which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The student should notify the instructor no later than the end of the second week of the term in which the course is offered or no later than the end of the second week after such a disability or condition is diagnosed.

Academic Honesty/Integrity:

Students are expected to maintain academic integrity and honor in this course. The Honor Code prohibits students from cheating on exams, plagiarizing, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Any member of the campus community can report allegations of academic dishonesty directly to the Honor Council.

Course Schedule

Note: Instructor reserves the right to modify this syllabus as needed.

W#	Date	Topics/Assignment	Readings
1	01/28	Course Overview & Expectations Syllabus Review Overview of the CAPSTONE PROJECT	
2	02/04	ASCA National Model Overview Student Competencies: ASCA Mindsets & Behaviors	ASCA Model Workbook

		Liberation Psychology Promoting Critical Consciousness with Students	Chen-Hayes – 3 Duran et al., 2008 Shin et al., 2010
3	02/11	Developing a Vision & Mission Statement What are Your Program Goals? Using data to develop SMART Goals <i>Capstone R&D Lab(Develop school profile, vision & mission statements)</i> Strengths-Based School Counseling Framework Systemic Interventions for Urban Youth School-Wide Multi-Systemic Interventions	Kaffenberg & Young- Section 1, 2 Chen-Hayes-3 Bring draft school profile for lab work Chen-Hayes – 12 Galassi – 1 Vera & Shin, 2006

4	02/18	<ul style="list-style-type: none"> Promoting Academic Development: Basic Principles Achievement Gap, School Engagement, Ethnic Identity, Life Satisfaction Promoting Academic Development: Interventions Opportunity and Attainment Gaps. Dropout Prevention Public Policy Advocacy <p><i>Capstone R&D Lab(vision & mission statements; program goals)</i></p>	<p>Chen-Hayes – 4,5 CCSR – What Matters for Staying on Track</p> <p>School description & data profile due</p> <p>Galassi – 2,3,4 Janson et al., 2009 Shin & Kendall, 2012 Shin et al., 2007</p>
5	02/25	<ul style="list-style-type: none"> Career Development College and Career Readiness <p><i>Capstone R&D Lab(program goals; program delivery)</i></p>	<p>Chen-Hayes – 6, 7</p> <p>Kaffenberg & Young-Section 4</p> <p>Galassi 6</p>
6	03/03	<ul style="list-style-type: none"> Effective Program Delivery <p><i>Capstone R&D Lab(program delivery)</i></p>	<p>Chen Hayes 12, 14</p> <p>Kaffenberg & Young-Section 4</p> <p>Foundation Draft due</p>
7	03/10	<p>Effective Program Management Partnerships, Advisory Councils</p> <p><i>Capstone R&D Lab(program management)</i></p>	<p>Chen Hayes 1, 8, 13</p> <p>Delivery Draft due</p>
8	03/17	No Class Spring Break	
9	03/24	<i>Capstone Project Development Time</i>	
10	03/31	<p>School-Family-Community Partnerships Ethical Solutions Working with Undocumented Immigrant Youth English Language Learners</p>	<p>Chen et al., 2010 Chen-Hayes – 8</p>
11	04/07	<p>Cultural Identity and Language Transgender Youth Sex/Gender Binary</p> <p><i>Capstone Project Development Time</i></p>	<p>Chen-Hayes – 10 Smith & Shin, 2012 Stieglitz, 2010</p>

12	04/14	Technology Social Class and Classism <i>Capstone Project Development Time</i>	Chen-Hayes – 11 Liu et al., 2004
13	04/21	Ethical Considerations Education of Homeless Youth (McKinney Vento) ESOL, Undocumented Youth	Chen-Hayes – 9 Readings t.b.a. Due: Capstone Project Paper
14	04/28	<i>Capstone Presentation Preparation</i>	
15	05/05	Capstone Poster Session & Panel Discussion Location: TBD	

Course Requirements:

Capstone Project: Program Development Project

Program Design Project & Presentation: Each student is responsible for the construction of a comprehensive, developmental school counseling program. The project will incorporate the ASCA National Model (2012) and the ASCA Mindsets & Behaviors for Student Success. The project will include the design, organization, coordination, and evaluation of a data driven comprehensive school counseling program. Each student will present the completed project in a poster presentation format. (This project meets the CACREP SC Standards (A.1, A.3-5, B.1, B.2, C.2, C.4, E.2, I.2-5, J.1-3, K.1, M.1, O.3, P.1).

You can receive clarification for most components of the project by using the ASCA National Model workbook (3rd Ed). Also, be sure to use the RAMP scoring rubric at <https://www.schoolcounselor.org/asca/media/asca/RAMP/Rubric.pdf> to help determine the quality of your program development project.

A number of principles must undergird this project. The school counseling program should be data driven. All programs and activities should be developmentally appropriate. The program should be focused on students' needs resulting from two or three systemic issues identified in the data.

Guidelines for this project are as follows:

- 1) Each student will choose a school level – elementary, middle, or high.
- 2) Each student will be responsible for documenting project artifacts along with a poster presentation. The presentation is an opportunity to explain and present the written project.
- 3) The written project must include all the following sections (in order given)
 - a. Description of school setting (fictional), which includes: Name (fictional) - Level (Elementary, Middle, High) and Grades - Address (Fictional) - Number of Students - Description of Student Population - Number of School Counselors
 - b. School data profile and analysis of profile

Use the school report card <http://www.mdreportcard.org> or a similar web resource to help you create a demographic profile of your project school – demographics, data, identify burning systemic issues and gaps.

Note that the school data profile should drive every decision that you make throughout your school counseling program. Present school data (demographic, attendance, discipline, test scores, class enrollment, etc.) in user-friendly charts and graphs. Include a graphic presentation of student population data, which is disaggregated by race and gender with a specific focus on group disparities in terms of academic, career, college, and social/emotional outcomes.

You may need to extrapolate some data, but find as much as you can. Produce aggregated and disaggregated data that will be used to identify a systemic issue (i.e. access, attainment or achievement data). You may also extrapolate some situational data (e.g., local plant closing, deaths in the school, school violence data; crisis events). You may make up summary data from needs assessments or surveys of students, parents, teachers (e.g., career needs assessment, bullying frequency survey, mental health survey, homework completion survey from teachers). From all these data, develop a list of student needs to be addressed by the school counseling program. In addition to the charts and graphs, use the School Data profile template in the ASCA workbook (page 109-110).

I. PROGRAM FOUNDATION:

CACREP Standards Assessed—A.1, A.3, A.4, A.5

Program Focus

c) Vision and Mission Statements

Imagining that you are working with an Advisory Council, formulate a vision and mission statement for the school counseling program (see ASCA workbook). The program vision and mission statement should be consistent with the mission statement of your school (examples can be found on the internet). The narrative also delineates the school counseling program's beliefs that form the basis of the vision and mission statements.

d) 3 School Counseling Program Goals (SMART Goals)

These goals should be informed by the school data profile analysis, which identified critical systemic issues, gaps, and student needs. The narrative should include a discussion of at least 6 research articles that provide support for your selected program goals.

e) Selected ASCA Mindsets & Behaviors for Student Success

The ASCA Mindsets & Behaviors for Student Success are found at <http://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Given the analysis of your school's data, prioritize and select indicators (knowledge, attitudes, and skills) to be met by all students. Use the ASCA Mindsets & Behaviors for Student Success to select four standards (one mindset and three behaviors). The selected standards should align with the Program Goals. Make objectives developmentally appropriate (e.g., time management is more important than resume writing at the middle-school level). Think about how these standards (objectives) inform your school counseling core curriculum. Be sure to complete the crosswalking tool (<http://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/M-BProgramPlanningTool.pdf>) to indicate the applicable standards.

II. PROGRAM MANAGEMENT:

CACREP Standards Assessed—C.2, C.4, E.2, I.4

- f) Advisory Council -Produce a one-page description of your idealized team of family, school, and community representatives and the constituency with whom they represent. Describe roles and functions of the Advisory team; its' responsibilities in program planning, design, implementation, and evaluation; and the organizational structure of the team
- g) Annual Agreement - signed and dated.
- h) Yearly calendar (August through June) for implementing activities, services, strategies, programs, etc. Integrate with other duties, using the suggested percentages of time from the ASCA National Model.

III. PROGRAM DELIVERY:

CACREP Standards Assessed—B.2, J.2, O.3

- i) School Counseling Core Curriculum Action Plan and Lesson Plans

1. Action Plans

Core Curriculum Plan: The school counseling core curriculum action plan provides details as to how you will efficiently and effectively deliver the school counseling program and includes activities that will help the school counseling program achieve desired results. Include:

- The school counseling core curriculum action plan for the school counseling program. You must use the template found on page 69 of the ASCA National Model and also found at <http://www.schoolcounselor.org/school-counselors-members/ramp/ramp-application-templates> . Include four core curriculum lessons, one for each selected standard.
- Four lesson plans for activities from the school counseling core curriculum action plan. You must use the ASCA lesson plan template found on page 72 of the ASCA National Model and also at

<http://www.schoolcounselor.org/school-counselors-members/ramp/ramp-application-templates>.

- Any survey or instrument used to collect perception data. Use Making Data Work to assist with this section. Perception and Outcome data may include:
 - Describe what data tools/ methods (pre-post surveys, focus groups, evaluation measurements) will be used. Also, you might describe other forms of evaluation data used (e.g., teacher reports or checklists, grades, homework completion, attendance). In addition to lesson plans, include copies of all handouts/activities given to students. Cite all sources. Be sure to include a method for evaluating each activity.

See pages 53–56, pages 69, 72 and 85 of “The ASCA National Model: A Framework Counseling Programs (third edition)” for more information.

j) Small Group Responsive Services

Create session plans for one 4-session group designed to meet specific prevention and intervention goals. The group should be aligned with your selected standards from the ASCA Mindsets & Behaviors for Student Success.

Along with lesson plans, include letter to parents, permission form and examples of all handouts/information given to students. Be sure to include data evaluation measurements (pre/post tests). Address how and why group topics and participants were selected.

- All groups conducted in the most recently completed academic year are included in the small-group action plan found on page 70 of the ASCA National Model or at <http://www.schoolcounselor.org/school-counselors-members/ramp/ramp-application-templates>.
- If you actually have real data from a group you run at your Internship site, include the small-group results report information into the appropriate sections in the ASCA small-group results report found on p. 115 of the ASCA National Model or at <http://www.schoolcounselor.org/school-counselors-members/ramp/ramp-application-templates>
- Include detailed lesson plans for the group (four sessions) using the ASCA lesson plan template found on page 72 of the ASCA National Model or at <http://www.schoolcounselor.org/school-counselors-members/ramp/ramp-application-templates>.
- Include any survey or instrument used to collect perception data.
- Include a chart or graph that summarizes the perception data collected.

IV. PROGRAM ACCOUNTABILITY:

CACREP Standards Assessed—I.3, J.3

Closing the Gap Results Report

Closing-the-gap activities address academic or behavioral discrepancies that exist

between student groups and should be tied to the school counseling program goals. Insert the closing the gap results report information into the appropriate sections in the closing-the-gap template found on page 116 of the ASCA National Model or at <http://www.schoolcounselor.org/school-counselorsmembers/ramp/ramp-application-templates>. Upload a summary of the perception data collected in a graph or chart format. Again, data will need to be created for the results reports. See pages 104 and 116 of “The ASCA National Model: A Framework for School Counseling Programs (third edition)” for more information. In the implications section of the template, describe how you will use these data to revise the program and inform future school counseling goals and improvements.

Narrative: The narrative addresses how the gap was identified and why the activities or interventions were chosen. It also addresses next steps based on the results from the activities or interventions.

V. OVERALL QUALITY:

CACREP Standards Assessed—I.3, J.3

v) Program Evaluation Reflection:

Through application of leadership, advocacy and collaboration skills, school counselors promote student achievement and systemic change that ensures equity and access to rigorous education for every student and leads to closing achievement, opportunity and attainment gaps. Respond to this question: How does your school’s comprehensive school counseling program use leadership, advocacy and collaboration to create systemic change for the benefit of students?

Responses should be in a video format. The four elements should be apparent in the response. The video file must be within three–five minutes. See pages 1-10 of “The ASCA National Model: A Framework for School Counseling Program (third edition)” for more information.

w) Brochure

Design a brochure that outlines your School Counseling program. The brochure should include, but is not limited to, the school profile, role of the school counselor, mission statement, and services provided. Be creative with the design and graphics.

x) APA References Sheet with citations for all resources

You will turn in one copy of the project in a binder with a title on the front cover, table of contents, and label for each section. A second copy must be submitted in electronic format.

Poster Presentation

Design a poster presentation that explains your comprehensive program, demonstrates how you developed your mission & vision statements, shows your schools data, program goals, and specific interventions.

This poster presentation will take place during our last class session. The **audience** will include stakeholders (faculty, community members, principals, school counselors, school counseling directors, and fellow students). You should be prepared to give a brief summary of your program as people float and review your poster. In addition, we will hold a brief panel discussion where you will answer broader questions about the achievement gap, social justice and equity issues in education.

Acknowledgements: Note that elements of this capstone project were adapted from Dr. Julia Bryan's syllabus, Dr. Anita Young's and Dr. Ileana Gonzales' syllabi at the Johns Hopkins University, Dr. Jerry Trusty's syllabus at Penn State, Dr. Richard Shin at University of Maryland, as well as from the ASCA National Model (2012).