

**COUN 635-7901-Online:  
School Counseling  
Spring 2022: January 10-May 7  
Chadron State College**



Face coverings continue to be strongly recommended and encouraged at the discretion of each individual for all in-person class meetings.

Please monitor the Chadron State College COVID-19 website (<https://www.csc.edu/covid19/index.csc>) for continuing updates.

## **Part 1: Course Information**

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### **Instructor:**

**Instructor:** Dr. Branis Knezevic

**Office:** Distance Faculty

**e-mail:** [Bknezevic@csc.edu](mailto:Bknezevic@csc.edu)

**Office Hours:** Virtual by appointment via ZOOM video conference

**CSC Online Address:** <https://online.csc.edu/>

**Facebook:** <https://www.facebook.com/groups/cscounseling>

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### **Credit Hours: 3**

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### **Course Description:**

Introduces topics to prepare potential school counselors to function effectively at the elementary, secondary, or PK-12 levels. A final project will require students to address their observation hours in conjunction with writing a school counseling curriculum plan addressing the American School Counseling Association (ASCA) National Comprehensive Model. (CSC General Catalog, 2021-2022)

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### **Textbook & Course Materials:**

#### **Required Texts:**

**Erford, B.T. (2019).** Transforming the School Counseling Profession, 5th Edition ISBN-13: 9780134610597 or e-text ISBN-13: 9780136940890 (2021-2022)

#### **Recommended Texts:**

**American School Counseling Association. (2019).** *The ASCA national model: A framework for school counseling programs: Executive summary 4th Edition*; Alexandria, VA: Author.

#### **Course Connection to Program Portfolio (Degree-Seeking Students):**

A completed, approved, e-portfolio is a requirement for graduation. It is a visual showcase of your work that demonstrates professional growth, achievement, and competence in the field of counseling. The

portfolio is used to document your philosophy of education and central concepts of student development. Your portfolio must include a syllabi and and the key assignment from this course.

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### Method of Instruction:

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Course methodology is web-based. For assistance with technical questions, contact [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams organized. **Each week typically begins at 1:00 AM Mountain Time, Monday, and closes 9 PM Mountain Time, Sunday. The notable exception is the final week of class when all assignments close at 5pm Mountain Time, Friday.** All dates and assignments can be found in the course schedule.

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### Course Requirements:

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It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include: active participation, and completion of all assigned work on time. **Unless otherwise indicated, all written assignments must follow APA formatting guidelines:** <http://owl.english.purdue.edu/owl/resource/560/1/> Each weekly activity includes: MindTap assignments, forums, readings, and exams.

1. **Forums:** Each week you will have many opportunities to share your ideas. I will provide the topic and you will provide amazing reflection, insight, and discussion. Please see rubric at the end of this syllabus.
  - A. A new forum will be available **Monday through Sunday** of each week. **To receive full points, you must participate with at least 1 original post and 2 replies, 3 of the 7 days the forum is open. I will not grade a post/reply when submitted after the forum closes.**
  - B. You MUST read a majority of your classmates replies and posts. Points will be subtracted if you read less than 50%.
  - C. **Each post must be a minimum of 250 words, and each reply must be a minimum of 200 words.** Additional posts and replies over the minimum can be any length. I recommend you NOT rely on MSWord's word count. It tends to result in a lower count than CSCOnline.
  - D. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
  - E. Your first forum is the CSC Online Profile. Please upload a photo of yourself! Not a photo of your family, or favorite park, or pet. The purpose of the photo is so that we can recognize each others face. You will not write any posts for this particular forum.
  - F. Please also take the time to review the Discussion Forum Rubric found linked to your Course Home Page.
2. **Chapter Quizzes:** You will complete chapter quizzes due at the end of each week. The exams are timed so be certain you have set aside enough time to complete the exam prior to beginning. **Using the save button in your exam does NOT stop the clock.** You will have only 1 opportunity to submit each exam. To access exams please choose *Tests & Quizzes* in the left hand menu on your course home page or from your weekly lessons.
3. **Classroom Lesson Plans:** Use the ASCA lesson plan template to create a lesson plan in each of the three domains---academic, college-career and social emotional learning. You can get ideas from current school counseling curriculums or from other online resources. However, you should write your own lesson plans. Make sure your lesson plans addresses differences in learning styles, cultural

differences, ages, or ability status of the students in order to be more inclusive. Make sure your lesson plans shows evidence of the following:

- A. Provides individual and group counseling and classroom guidance to promote the academic, career, and/or personal/social development of students;
  - B. 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;
  - C. 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;
  - D. Understands the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students;
  - E. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material.
4. **Counseling Program Assessment Paper:** Each student will spend at least 4 hours shadowing a professional school counselor. Using ASCA's School Counseling Assessment form, assess strengths and weaknesses of the current school counseling program, and determine if the school is "RAMP-Ready." Also, try to consider conditions/possibilities *external* to the school that may provide opportunities or threats to improving the program. Students must interview at least the school counselor, but other sources of data include self-observation, the school website, and interviews with staff, administrators, or other stakeholders. You will turn in the program assessment form and a reflection paper detailing the areas of strength, weakness, opportunities and threats of the comprehensive school counseling program.
5. **Comprehensive School Counseling Program:** A good school counseling program should be built around the tenets of the American School Counselors Association (ASCA) National Model. The model comprises of four components: foundation, management, delivery, and accountability. You will develop a comprehensive counseling program including:
- F. A sample of various interventions,
  - G. your job description,
  - H. copies of all schedules (weekly, monthly, yearly),
  - I. a chart of how your time is spent,
  - J. A description of your school including size and make-up of student population and staff (demographics),
  - K. and how you will set up your office.
  - L. Discuss how you will incorporate the components of the ASCA National Model Program into your plan and how your program may differ from this guide. This assignment is to be of practical use to you. The purpose of the exercise is to demonstrate your understanding of what constitutes the necessary components for a viable school-counseling program.

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### Nebraska State College Board Policy 4141

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For a 1-hour credit course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. In this 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student. **\*\*Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

<i>Learning Activity</i>	<i>Hours Per Week</i>	<i>Total for Course</i>
Direct Online Instruction	2 X 16 weeks	32
Reading & Interactive Multimedia	3 X 16 weeks	48
Assignments	1 X 16 weeks	16
Weekly Forum Postings and Discussions	2 X 16 weeks	32
Exams	1 X 16 weeks	16
<b>Total</b>	<b>9</b>	<b>144</b>

## Part 2: Student Learning Outcomes

In addition to the following learning outcomes, the School Counseling Program also meets the *CSC Education Unit Intended Program Outcomes*:

- **Visionary Leader Model Components:** Communication, Thinking Skills, *Methodology, Leadership, Assessment*, Inclusive Learning Environment, Professionalism.
- **InTASC Outcomes:** Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies1 Professional Learning and Ethical Practice, Leadership and Collaboration.

	<i>Knowledge/Skill Outcomes</i>	<i>CACREP 2016, ASCA, CSC SLO.</i>	<i>Related Assign/Assessment</i>
1	Exhibit knowledge of the ASCA National model	5.G.1.b; SLO-10	<ul style="list-style-type: none"> <li>• Readings, forums, and Ch Exams</li> <li>• Comprehensive School Counseling Program</li> </ul>
2	history and development of school counseling	5.G.1.a; SLO-1	<ul style="list-style-type: none"> <li>• Ch. 1 Readings, forums, and Exams</li> </ul>
3	school counselor roles in school leadership and multidisciplinary teams	5.G.2.d-SLO-10	<ul style="list-style-type: none"> <li>• Ch. 9 Readings, forums, and Exams</li> </ul>
4	legal and ethical considerations specific to school counseling	5.G.2.n; SLO-1	<ul style="list-style-type: none"> <li>• Ch. 7 Readings, forums, and Exams</li> </ul>
5	interventions to promote college and career readiness	5.G.3.j; SLO-4	Ch. 11 Readings, forums, and Exams
6	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	5.G.3.h; SLO-5	<ul style="list-style-type: none"> <li>• Readings, Forums, and Ch Exams</li> <li>• <b>Classroom Lesson Plan Assignment</b></li> </ul>

<i>Assignment</i>	<i>Percentage of Course Grade</i>
<b>Classroom Lesson Plans</b>	15
<b>Counseling Program Assessment Paper</b>	25
<b>Comprehensive School Counseling Program</b>	30
Chapter Quizzes	15
Forums	15
<b>Total</b>	100

<i>Letter Grade</i>	<i>Point Percentage</i>
<b>A</b>	90-100
<b>B</b>	80-89
<b>C</b>	70-79
<b>D</b>	60-69
<b>F</b>	0-59

7	core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	5.G.3.c; SLO-10	<ul style="list-style-type: none"> <li>• Readings, forums, and Ch Exams</li> <li>• <b>Classroom Lesson Plan Assignment</b></li> </ul>
8	design and evaluation of school counseling programs	5.G.3.b; SLO-10	<ul style="list-style-type: none"> <li>• Readings, forums, and Ch Exams</li> <li>• <b>Comprehensive School Counseling Program</b></li> <li>• <b>Counseling Program Assessment Paper</b></li> </ul>
9	professional organizations, preparation standards, and credentials relevant to the practice of school counseling	5.G.2.i; SLO-1	<ul style="list-style-type: none"> <li>• Readings, forums, and Ch Exams</li> <li>• <b>Comprehensive School Counseling Program</b></li> </ul>

## Part 3: Grading Policy

### Graded Course Activities and Letter Grade Assignment

As graduate students, you will be expected to manage your time so that you can make the most of the student learning process and deliver your course assignments by the agreed-upon due-dates. The issue of time-management is therefore crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. To find out more about each of the assignments listed below, complete details can be found in the CSC Online site associated with this course.

Grades will be based on a weighted scale, with final grades determined by the following percentages:

**Late Work Policy:** I do not accept late submissions for assignments, forums or exams. Late work due to extreme emergency conditions will be considered on an individual basis with supportive documentation such as a doctor's note or obituary. You must contact the instructor in a timely manner to determine if work is acceptable and if you will be granted a late exception. It is the student's responsibility to check the CSC online grade book to determine whether the instructor has graded assignments.

**Viewing Grades in CSC Online:** I will update grades in Cengage MindTap each time a grading session has been completed—typically **1-week** following the completion of an activity.

## Part 4: Course & Institution Policies

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### Student Behavior:

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**Academic Honesty:** Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one's own original work. The following acts are examples of plagiarism:
  1. Submitting an assignment that someone else has written and claiming the work as one's own.
  2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
  3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

**Note:**

- "Someone else" in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
- Appropriation or imitating language, ideas, and thoughts of another author and representing them as one's own original work is not tolerated. I will use Turn-it-In software to determine originality of your work. The first instance of plagiarism will result in failure of the assignment while more than one instance will result in failure of the course.
- View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

**Attendance/Participation Policy:** The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor. View the [Class Attendance and/or Participation Policy on CSC's Policy Website \(https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba\)](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues:** Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology and we can expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Online course resources. Please contact [helpdesk@csc.edu](mailto:helpdesk@csc.edu) or 308-432-6311 for assistance should you if you have any additional technical questions.
3. **Communication/Email Etiquette:** Please contact me via [kwoods@csc.edu](mailto:kwoods@csc.edu) for all questions and concerns regarding this course. I am not always in my office and voice messages will not elicit a speedy reply. Though I typically respond quickly, please allow up to 24 hours for a reply. Note, I may not be able to respond to an email on the day of, or hours before, an assignment is due or on weekends. Thus, please begin your assignments early. Always **remember when writing professionally to begin with a salutation, provide course information, and a signature. It is important that you address people with the proper title. When you address professors with an earned doctorate (PhD or EdD),** please address them with their academic title. All of the Counseling Program professors at CSC should be addressed with the title Dr. or Professor, rather than Ms, Miss, Mrs, or their first names. Individual professors may not mind if you address them by first name, however, never assume this to be the case. Should you not receive a response to your email, check to ensure that you have met all the above expectations as I may not respond to emails resembling an informal text message. Finally, **check your official CSC Eagle email account often** as all campus communications are sent to your Eagle mail.
4. **Confidentiality:** This course, like other courses in the Counseling Program, requires students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one is found to violate confidentiality the student's ability to continue the program will be in jeopardy.

**Dispositional Standards:** Please see the [CSC Counseling Website](#) and [Counseling Student Handbook](#) regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by, and subject to, the academic judgment of campus faculty, staff, and administration.

**Civility and Netiquette:** Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
3. Forward emails only with a writer's permission.

4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

**Writing Style Requirements for All Papers:**

1. It is the student's responsibility to submit work in the format required by the class (MSWord, PDF) or another method (cut and paste; rich text format, etc.). CSC cannot open Word Perfect.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/> ; include cover page, reference page, page numbers and headers; paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. See Criteria for Graduate Level Writing in CSC Online Course Resources.
5. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it, immediately, before the first written assignment is submitted. Here are a few links to help you get started:
  - <http://www.monash.edu.au/lis/lonline/writing/general/academic/3.xml>
  - <http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/>
  - [http://prezi.com/ldo1lwx-e\\_wk/graduate-level-writing-tips/](http://prezi.com/ldo1lwx-e_wk/graduate-level-writing-tips/)

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**Equal Education Opportunity Policy/Nondiscrimination Policy**

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CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided. View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

**Equal Access**

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at [dkennell@csc.edu](mailto:dkennell@csc.edu)



### ***Instructional Accommodations Policy***

If a student must be away from campus for more than a single class period due to circumstances outside their control, they should contact the Dean of Student Affairs, Jon Hansen, at 308.432.6231 or by email at [jhansen@csc.edu](mailto:jhansen@csc.edu). Based on approval, the Dean of Student Affairs will notify appropriate CSC personnel. Once notified, faculty will make reasonable efforts to ensure that students have timely and equal access to instruction. In order to receive similar accommodations, students absent to attend athletic, academic, or cocurricular events or activities approved by Chadron State College must communicate with individual faculty in advance. (All relevant NCAA regulations apply.) These potential accommodations shall not be provided to students who miss instructional time for elective reasons.

### **Additional Recommended Reading and References:**

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#### **Disclaimer**

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

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#### **CSC Mission & Master Academic Plan (MAP)**

##### ***Mission Statement***

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

##### ***MAP Priorities, 2019-2023***

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- ***People*** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- ***Purpose*** – Student Learning and Growth Pedagogy, Support Services, Wellness
- ***Place*** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

## **Part 5: Course Schedule & Assignment Rubrics**

Week	Dates	Chapters	Assignments
1	Jan 10-16	1	<ul style="list-style-type: none"> <li>• Read Ch. 1-Becoming a Professional School Counselor: Current Perspectives, Historical Roots, and Future Challenges</li> <li>• CSC Online Forum 1</li> <li>• Chapter 1 Quiz</li> <li>• <b>Syllabus Quiz</b></li> </ul>
2	Jan 17-23	2	<ul style="list-style-type: none"> <li>• Read Ch. 2-The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program</li> <li>• CSC Online Forum 2</li> <li>• Chapter 2 Quiz</li> </ul>
3	Jan 24-30	3 & 4	<ul style="list-style-type: none"> <li>• Read Ch. 3-Transformational Thinking in Today's Schools</li> <li>• Read Ch. 4-Systemic, Data-Driven School Counseling Practice and Programming for Equity</li> <li>• CSC Online Forum 3</li> <li>• Chapter's 3 &amp; 4 Quizzes</li> </ul>
4	Jan 31-Feb 6	5	<ul style="list-style-type: none"> <li>• Read Ch 5-Accountability: Assessing Needs, Determining Outcomes, and Evaluating Programs</li> <li>• CSC Online Forum 4</li> <li>• Chapter 5 Quiz</li> </ul>
5	Feb 7-13	6	<ul style="list-style-type: none"> <li>• Read Ch. 6-Outcome Research on Evidence-based School Counseling Interventions and Programs</li> <li>• CSC Online Forum 5</li> <li>• Chapter 6 Quiz</li> <li>• <b>Counseling Program Assessment Paper Due Feb 13</b></li> </ul>
6	Feb 14-20	7	<ul style="list-style-type: none"> <li>• Read Ch. 7-Ethical, Legal, and Professional Issues in School Counseling</li> <li>• CSC Online Forum 6</li> <li>• Chapter 7 Quiz</li> </ul>
7	Feb 21-27	8	<ul style="list-style-type: none"> <li>• Read Ch. 8-Culturally Competent School Counselors: Affirming Diversity by Challenging Oppression</li> <li>• CSC Online Forum 7</li> <li>• Chapter 8 Quiz</li> </ul>
8	Feb 29-Mar 6	9	<ul style="list-style-type: none"> <li>• Read Ch. 9-Leadership and Advocacy For Every Student's Achievement and Opportunity</li> <li>• CSC Online Forum 8</li> <li>• Chapter 9 Quiz</li> </ul>
9	Mar 7-13	N/A	MidTerm Break, no forums or exams
10	Mar 14-20	10	<ul style="list-style-type: none"> <li>• Read Ch. 10-Implementing the Developmental School Counseling Core Curriculum in the Classroom</li> <li>• CSC Online Forum 9</li> <li>• Chapter 10 Quiz</li> <li>• <b>Lesson Plan-Academic Due, Mar 20</b></li> </ul>
11	Mar 21-27	11	<ul style="list-style-type: none"> <li>• Read Ch. 11-Academic K-12 Development and Planning for College and Career Readiness</li> <li>• CSC Online Forum 10</li> <li>• Chapter 11 Quiz</li> <li>• <b>Lesson Plan-College/Career Due Mar 27</b></li> </ul>
12	Mar 28-Apr 3	12	<ul style="list-style-type: none"> <li>• Read Ch. 12-Promoting Career and Individual Planning in Schools</li> <li>• CSC Online Forum 11</li> <li>• Chapter 12 Quiz</li> </ul>

Week	Dates	Chapters	Assignments
13	Apr 4-10	13	<ul style="list-style-type: none"> <li>• Read Ch. 13-Counseling Individuals and Groups in School</li> <li>• CSC Online Forum 12</li> <li>• Chapter 13 Quiz</li> <li>• <b>Lesson Plan-Social Emotional Learning Due Apr 10</b></li> </ul>
14	Apr 11-17	14 & 15	<ul style="list-style-type: none"> <li>• Read Ch. 14- Consultation, Collaboration, and Encouraging Parent Involvement</li> <li>• Read Ch. 15-Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems</li> <li>• CSC Online Forum 13</li> <li>• Chapters 14 &amp; 15 Quizzes</li> </ul>
15	Apr 18-24	16	<ul style="list-style-type: none"> <li>• Read Ch. 16-The Professional School Counselor and Students with Disabilities</li> <li>• CSC Online Forum 14</li> <li>• Chapter 16 Quiz</li> </ul>
16	Apr 25-May 1	17	<ul style="list-style-type: none"> <li>• Read Ch. 17-Helping Students with Mental and Emotional Disorders</li> <li>• CSC Online Forum 15</li> <li>• Chapter 17 Quiz</li> </ul>
17	May 2-6	N/A	<ul style="list-style-type: none"> <li>• <b>Comprehensive School Counseling Program due Wednesday, May 4</b></li> </ul>

### Assignment Instructions/Rubrics:

#### Discussion Forum Rubric

This course works well when everyone is involved in discussing the material. Your **participation** throughout the week in each of the forums is essential. Your grade will be based on how much you say and how well it contributes to the work of the class, as well as total number of days you post in the forum, minimum word counts, and percent of total posts/replies read. Students are expected to offer comments, questions, and replies to the discussion questions that have been posed for each week as well as to classmate postings. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.

I grade each of the discussion forums separately on a 4-point scale. Discussion postings that meet all criteria for a score level will receive the highest points possible at that level. Participation in discussion activities can only be accepted for grade by the date on the discussion posting. For example, you may have met all word counts for 3 entries, but entered them only on 2 different days. This will result in 2-points. To be clear, to earn full points each week you must at a minimum participate:

- Day 1-enter an original post that meets minimum word-count of 250 words,
- Day 2-enter a reply that meets minimum word-count of 200 words,
- Day 3-enter a reply that meets minimum word-count of 200 words,
- Read at least 50% of classmates entries.

**4 Points: Have met ALL minimum expectations:**

Students earning 4-points for discussion activities have participated 3 or more times on at least 3 separate days in the week's forum (with at least 1 post and 2 replies), met the minimum word count requirements (**each post must be a minimum of 250 words, and each reply must be a minimum of 200 words**), read a minimum of 50% of your classmates entries, and posted outstanding information.

Discussion postings:

- are made in time for others to read and respond
- deliver information that is full of thought, insight, and analysis
- make connections to previous or current content or to real-life situations
- contain rich and fully developed new ideas, connections, or applications
- provide outside resources supporting your ideas.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

**3 Points: Have met 3, but not all, of the following expectations:**

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

**2 points: Have met 2, but not all, of the following expectations:**

- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

**1 Point: Have met 1, but not all of the following expectations:**

- may not all be made in time for others to read and respond
- are generally competent, but the actual information they deliver seems thin and commonplace
- make limited, if any, connections, and those are often cast in the form of vague generalities
- contain few, if any, new ideas or applications; often are a rehashing or summary of other comments
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read at least 50% of classmates entries.

**Zero points: Below Expectations**

- Students earning zero points for discussion activities have not participated or have posted information that was below expectations.