



**The Citadel Graduate College
Zucker Family School of Education
Division of Counselor Education**

EDUC 521: Program Planning, Management, & Evaluation of a School Counseling Program SUMMER I 2016	
Instructor: Aaron Oberman, Ph.D.	Class Day: MW
Office: Capers 332	Class Hours: 5:45-8:45 p.m.
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Credit Hours : 3	

Prerequisites: None

Required Texts & Materials:

American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs*, Third Edition. Alexandria, VA: Author.

Recommended Resources:

Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance program* (5th ed.). Alexandria, VA: American Counseling Association.

Studer, J. R. (2015). *The essential school counselor in a changing society*. Thousand Oaks, CA: Sage Publications, Inc.

Student Information: This course is part of the School Counseling program and is intended to contribute to the completion of a Masters degree in Counselor Education.

Learning and Developmental Goals: The course in Program Planning, Management, and Evaluation in School Counseling synthesizes all aspects of being a school counselor and emphasizes the role of leadership in school counseling. The purpose of the course is to encourage the learner to develop his/her philosophy of school services based on his/her own experiences, relevant research, and information learned in the school counseling program. Assignments require students to pair their creativeness with knowledge about the profession of school counseling in an effort to form a foundation for leadership and continual learning within the role of professional school counselor.

Course Description: The purpose of the course is to prepare school counselors to work within elementary and secondary school systems. A model for planning, developing, implementing, and evaluating a comprehensive guidance and counseling program with emphasis on student development and competencies will be presented. The school counselor's role and function will

be discussed as a balance of responsive services, systems support, individual planning, and guidance curriculum. Students will develop resources, classroom guidance curricula and group counseling materials that they can use in their fieldwork experiences and in their careers.

Instructional Strategies: The course consists of lectures, use of audio/visual resources, readings from required texts and journal articles, classroom discussions, online discussions and technology-mediated interactions, guest speakers, and small in-class group activities.

Conceptual Base of the School of Education: Developing Principled Educational Leaders for P-12 Schools

The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and community;
15. Meet obligations on time, dress professionally, and use language appropriately.

Relationship of this course to the conceptual base:

The following course objectives will be met through the course:

1. Students will be familiar with historical and current perspectives of guidance and counseling in elementary and secondary schools (CF: 1, 7) (CACREP SC Standard: A1, A4).
2. Students will understand roles and functions of a professional school counselor (CF: 1, 3, 4, 8, 9, 10, 11, 13, 14, 15; CACREP SC Standard: A3, A4).
3. Students will understand and implement activities to meet the competencies of a comprehensive developmental guidance program, including academic, personal/social, and career competencies (CF: 1, 2, 3, 4, 5, 8, 9, 10, 11, 15; (CACREP SC Standard: A2, A5, A8, B2, C1, C2, C3).
4. Students will learn about current school counseling practices, including leadership and advocacy roles of the school counselor (CF: 1, 8, 9, 10, 11, 15); (CACREP SC Standard: E1, E2, O.1-5, P1, P2).
5. Students will learn how to conduct needs assessments and evaluations of school counselors' effectiveness. In addition, the need for school-based outcome research will be discussed (CF: 10, 11, 12, 13; CACREP SC Standard: I.1-5, J.1-3).
6. Students will learn how to develop classroom guidance lessons and present them to a large audience (CF: 1, 2, 3, 4, 5, 8, 9, 10, and 11).

7. Students will examine legal and ethical considerations of the practice of school counseling (CF: 1, 12-15; CACREP SC Standard: A2, B1, E1).
8. Students will learn about multicultural competencies and how to address diversity within the school setting (CF: 1, 8, 15; CACREP SC Standard: E.1-4, F.1-4).
9. Students will learn and practice the use of technology in the field of school counseling (CF: 1, 5, 10).

Course Goals with Evaluation Methods:

Goals	Evaluation Methods (e.g., portfolios, benchmark tests, projects)
Course Objectives 1 through 10	a) Class Project – 100 points
Course Objectives 1 through 10	b) ASCA Reflection Papers– 50 points
Course Objectives 1 through 10	c) Participation – 50 points

Description of Evaluations Methods

a) Group Project. Additional guidelines will be given in class by the instructor.

b) ASCA Philosophy Paper. Students will write a paper an APA formatted paper minimum of five pages in length discussing how they will include all four components, as well as the four subthemes and discuss the purpose, function, and relationship with the implementation of a comprehensive, developmental guidance program.

c) Participation/Professionalism/Dependability. Participation points will be determined by the instructor. Points are assigned based on attendance, punctuality and active involvement in class throughout the course.

Course Schedule for EDUC 521 –

May 09	Class Introductions & Role of School Counselor
May 11	Foundation & Leadership
May 16	Delivery System and Advocacy
May 18	Group Day
May 23	Group Day
May 25	Management System & Collaboration
May 30	No Class – Memorial Day
June 01	Accountability & Systemic Change
June 06	Group Day
June 08	Group Check-in Day (Rough Draft of Project Due)
June 13	Group Day
June 15	Group Presentations (three)

June 20 Group Presentations (three)
 June 22 ASCA Model Paper Reflection – No Class

On group Days we will not be in class; however this is time for you to work on the group project with your classmates.

ASSESSMENT PROCESS

Grades for EDUC 521 are based on the following assignments (described above). The relative weights used for calculating the course grade are as follows:

Grades are determined based upon the following scale.

A = 93 – 100%
B+ = 90 – 92%
B = 85 – 89%
C+ = 80 – 84%
C = 75 – 79%

A grade below 75% will result in the student repeating the course.

Class Expectations

Attendance

This is a professional preparation program and consistent attendance and promptness are expected. Since this course is a core foundation course in the program no absence is acceptable unless in extreme circumstances beyond one's control. The expectation is a professional commitment to attending all classes and one's work and personal schedule should evolve around class and not vice-versa.

Disability Disclosure

The Citadel recognizes its responsibility for creating an institutional climate in which all students can thrive. If you are a student with a disability, please contact Dr. Jane Warner in 103 Thompson Hall at 843-953-6877 to schedule an appointment. If your request for accommodations has already been approved and you have your accommodations letters, please meet with me during my offices hours as soon as possible.

Honor Statement

As a professional educator, integrity is an expectation. Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code. Available at: <http://citadel.edu/r3/honor/manual.shtml>

Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question.

Additional Information

Professional Memberships:

Encouraged student membership in American School Counselor Association (ASCA)
 Encouraged student membership in American Counseling Association (ACA)
 Encouraged student membership in Palmetto State School Counselor Association (PSSCA)
 Encouraged student membership in Association for Play Therapy (APT)

Web Sites (by organization/topic): The ethical codes & information found at these sites are relevant knowledge for this course:

American School Counselor Association www.schoolcounselor.org
 American Counseling Association: www.counseling.org
 Palmetto State School Counselor Association: www.scschoolcounselor.org
 South Carolina Counseling Association: www.sccounselor.org
 National Board for Certified Counselors: www.nbcc.org
 Tri-County Counseling Association (TCCA) www.tricountycounselors.com
 Association for Play Therapy (APT) www.a4pt.org

ASCA National Model Group Project

Foundation Component

Develop a mission statement
 Develop a program philosophy
 Develop and conduct a needs assessment

Management Plan

Create a program advisory council and draft letter to potential members
 Develop an action plan (when will activities occur)
 Create a school counselor job description
 Data (School Report Card)
 PR – program pamphlet to share with stake holders, etc.

Delivery System

Develop 2 activities from each domain (academic, career, personal/social) including the School Counselor Performance Standards for Students with each guidance lesson

Accountability Component

Assessment of activities (how will you know the students got the message)
 Counselor Evaluation
 Program Evaluation
 Steps to implement EEDA legislation

What is turned in at the time of the presentation?

1. **2** – copies of the entire project with dividers
 (one for me and one for the counselor at your designated school)
2. CD or e-mail me the file with group project in MS Word format