

Austin Peay State University
Department of Psychological Science & Counseling

COUN 6015: Comprehensive School Counseling Program Design & Implementation

Term: Spring 2022	Meeting Time: Wed. 4:30-7:30	Room #: CL 302
Credit Hours: 3	Instructor: Dr. Eva Gibson she/her/hers	E-mail address: gibsone@apsu.edu
Telephone: (931) 221-6224	Student Hours: Tues - Thurs: 2:00 – 4:00	Office: CL 303B
		Schedule an appointment: https://calendly.com/gibsone/30min

REQUIRED TEXT:

American School Counselor Association. (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

American School Counselor Association. (2019). *The ASCA National Model Implementation Guide: Manage & Assess* (2nd ed.). Alexandria, VA: Author.

Kaffenberger, C. & Young, A. (2018). *Making Data Work* (4th ed.). Alexandria, VA: American School Counselor Association

COURSE DESCRIPTION:

This course focuses on the design, implementation, and management of a comprehensive school counseling program. Students will become familiar with the ASCA National Model: A framework for School Counseling Programs, and learn to develop a Comprehensive Developmental School Counseling (CDSC) program that aligns with the ASCA National Model. Students will learn the process of collecting and analyzing various types of school-based data, and how to use the data in effective school counselor programming that reflects the needs of the school. Student will explore the school counselor-principal relationship; their roles as school leaders; school counselor evaluation; school counselors’ role in RTI initiatives, 504 planning, and college and career readiness.

Austin Peay State University
College of Education

CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education’s commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

Course Policies

Students with Disabilities:

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (MUC 114, phone #: 221-6230; email: disabilityservices@apsu.edu)

Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Heath & Counseling Services	https://www.apsu.edu/health-and-counseling/

COUNSELING SERVICES

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

ACADEMIC AND CLASSROOM MISCONDUCT

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

TURN IT IN

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

PLAGIARISM POLICY

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

WRITING QUALITY AND ACADEMIC HONESTY

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.

If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

POLICY ON MINORS

Minors accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

SERVICE ANIMALS IN THE CLASSROOM

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

CONFIDENTIALITY

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional

violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA and ASCA Codes of Ethics will be followed.

CHANGES TO COURSE SYLLABUS

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus must be clearly communicated to students.

EMAIL POLICY

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Mon-Fri).

REQUESTING ASSISTANCE

Communicate as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/> .

DEMONSTRATING RESPECT

- Respectful use of technology: Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in vibrate or silent mode and keep them out of sight. If you absolutely must take a call, please be respectful and quietly step out of the classroom.
- Respect of time: Be prepared for class each day and be on time. Participate fully, but avoid dominating the conversation. See specific attendance policies under Student Performance Evaluation Criteria and Procedures.
- Respect of others: Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- Respect for self: In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

CLASS GRIEVANCES

I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

STUDENT COMPLAINTS AND APPEALS PROCEDURES

FIRST discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

DIVERSITY STATEMENT

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

COVID-19 STATEMENT & GUIDELINES

We should all continue to take steps to mitigate the spread of COVID-19. Masks are recommended for all faculty, staff, and students while indoors. To help keep our university community safe, vaccination and boosters are strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

Any student exhibiting symptoms of COVID-19 should seek a test. If any student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student is required to fill out the [COVID-19 Self-Reporting Form](#) and isolate for five days from the onset of symptoms. If fever-free without medication, and if other symptoms are improving, the student can return to normal activities on Day 6. The student is strongly encouraged to wear a mask through Day 10. To help prevent further spread, students who test positive should notify anyone with whom they were within six feet for more than fifteen minutes. Students missing class should email their instructors when possible. The COVID-19 vaccine, booster, and testing are still free and widely available through Boyd Health Services. Visit the [APSU Coronavirus Dashboard](#) webpage for more information.

COURSE OBJECTIVES AND REQUIREMENTS

Knowledge and Skill Outcomes: The objectives of this course align with the 2016 CACREP Standards stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Designing, implementing, managing, and evaluating school counseling programs to enhance the academic, career, and social/emotional development of students.	SC G.1.b SC G.3.b SC G.3.a G.3.m	Readings, discussion, class activities, CDSC Program Project, PD- Planning assignment
Understanding the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote academic success, and prevent students from dropping out.	SC G.3.d. SC G.3.g SC G.3.i.	Readings; discussion, PD- Delivery assignment
Advocating for school counseling roles	SC G.2.f.	Class activities, orientation
Knowing strategies of leadership designed to enhance the learning environment of schools.	SC G.2.j	Readings, discussions, PD- Environment assignment
Identifying various forms of assessment for academic, career, and personal/social development.	SC G.1.e	Discussion, class activities, PD- Planning environment
Analyzing and using data to enhance school counseling programs.	SC G.3.n SC G.3.o	Readings, class activities, Program Evaluation Proposal
Knowing how to build effective working teams of school staff, parents, and community members to promote the academic, career, and social/emotional development of students.	SC G.1.d SC G.2.b SC G.2.d SC G.3.l.	Readings, discussions, class activities, PD- Professionalism assignment, PD- Delivery assignment
Understanding the important role of the school counselor as a systems change agent.	SC G.2.a SC G.3.k SC G.2.l SC G.2.m	Readings, discussion, PD- Delivery assignment, PD- Environment assignment
Understanding the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings	SC G.3.f. SC G.1.d SC G.2.d. SC G.2.k.	Readings, discussions, Group project, PD- Delivery assignment

Understanding the school counselor roles in relation to college and career readiness, and the strategies to develop & implement a comprehensive career development program in P-12 schools	SC G.1.c SC G.2.c SC G.3.e SC G.3.j	Readings, discussion, PD- Delivery assignment
Identifying the roles and responsibilities in relation to the school emergency management plans, and crises, disaster, and trauma	SC G.2.e.	Readings, discussions
Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	SC G.3.c	Discussion, readings, class presentation, SSCR Project

METHODS OF INSTRUCTION:

This class is intended to include class discussion, self-sharing, and presentations. To enhance the learning experiences, media information, reading, writing, experiential assignments, and clinical research will be utilized as appropriate.

MINIMAL TECHNOLOGY REQUIREMENTS

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

(Please note: The following assignments are intended to facilitate engagement in this course and to satisfy the course objectives.)

- A. **Professional Development: Planning (15 points):** Students will complete the provided reflection form located in D2L. On this form, students will read the expectations of each component, rate their current functioning, and describe demonstrated and planned behaviors that align with this component. More resources can be found in D2L.
- B. **Professional Development: Environment (15 points):** Students will complete the provided reflection form located in D2L. On this form, students will read the expectations of each component, rate their current functioning, and describe demonstrated and planned behaviors that align with this component. More resources can be found in D2L.
- C. **Professional Development: Delivery (15 points):** Students will complete the provided reflection form located in D2L. On this form, students will read the expectations of each component, rate their current functioning, and describe demonstrated and planned behaviors that align with this component. More resources can be found in D2L.
- D. **Professional Development: Professionalism (15 points):** Students will complete the provided reflection form located in D2L. On this form, students will read the expectations of each component, rate their current functioning, and describe demonstrated and planned behaviors that align with this component. More resources can be found in D2L.
- E. **Program Evaluation Proposal (50 points):** Students will create a program evaluation proposal and present it to their supervisor. This proposal must include the following components: rationale, instrument(s), distribution methods, and recommended timeline. Remember, a comprehensive evaluation seeks input from ALL stakeholders! This proposal must be in a word document using Times New Roman 12-point font and appendix to include a word version of the assessment instrument(s). A rubric is provided with assignment criteria.
- F. **School Counseling Core Curriculum Project (75 points):** Students will complete a lesson plan designed for a 45-minute school counseling core curriculum lesson. Students will utilize the ASCA lesson plan template and include all components as noted therein. The lesson plan will be uploaded into D2L and the student will facilitate a mock lesson in class with peers.
- G. **Group Project (75 points):** Students will complete a lesson plan designed for a 45-minute small-group counseling session. Students will utilize the ASCA lesson plan template and include all components as noted therein. The lesson plan will be uploaded into D2L and the student will facilitate a mock group session in class with peers.
- H. **Comprehensive Developmental School Counseling Program Project (100 points) *LiveText KEY ASSIGNMENT:** Students will develop a detailed plan that addresses all components of a comprehensive school counseling program. This project should be presented in APA format and font should be 12-point Times New Roman double-spaced. A cover page and reference section should be included. Include the following sections:

Define	<ul style="list-style-type: none"> • describe your plan for introducing yourself and describing your role to students, guardians, & faculty • present a rationale (be sure to include references from professional literature)
Manage	<ul style="list-style-type: none"> • discuss your proposed focus for groups, school counseling core curriculum, and trainings/workshops for faculty & guardians • base this on school data; be sure to refer to the data in your narrative
Deliver	<ul style="list-style-type: none"> • Propose a strategy to schedule sessions and lessons • Present a method to further enhance school culture and develop positive relationships with various stakeholders (present a rationale and be sure to include scholarly references)
Assess	<ul style="list-style-type: none"> • discuss how you will measure progress for individual AND group sessions • describe the difference between stakeholder needs assessments and a program evaluation • briefly outline a recommended timeline and distribution methods for stakeholder needs assessments and a program evaluation • incorporate a rationale for assessments (be sure to include scholarly references) • specify your plan for a stakeholder data presentation

As the LiveText Key Assessment for this course, your CDSC Program must also be submitted to LiveText by the due date. Your CDSC Project will not be graded until it is uploaded to LiveText.

- I. **Class Presentation (25 points):** Students will deliver a presentation based on the assigned reading material. Presentations will be graded based on how well the student: covers the material, engages the audience, and demonstrates professionalism. Based on this criteria, presentations will be evaluated as: Distinguished (25), Proficient (20), Basic (18), Unacceptable (15), or Absent (0). A presentation schedule can be found in D2L.
- J. **Participation (14@ 10 points each):** Students will arrive to (physical or virtual) class prepared and abide by the attendance policy. Preparation does require reading the material before class. Additionally, students should actively engage in classroom discussions and activities. **Each** missed class (physical or virtual) results in the loss of **10** participation points. If you miss a class, you are responsible for the information presented or the assignments due that day. Students have the opportunity to earn 140 points at the conclusion of the semester. Three times tardy (tardy is defined as arriving late or leaving early) comprise one absence. Attendance will be taken at the beginning of each class period.
 - ❖ Physical class considerations: Cell phone AND computer usage is prohibited.
 - ❖ Virtual class considerations: Videos should be on for the duration of the class. Students should be in an area free from distractions and background noises. Students should refrain from eating, drinking, or engaging in any other distracting activities during virtual class session.

ASSIGNMENT DUE DATES

Unless otherwise noted, assignments are due on the Sunday of each week by 11:59 PM. Exceptions include presentations which are due the day of class.

Life Happens Policy

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

LATE ASSIGNMENTS

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

STUDENT WORK ARCHIVES

Please note that exemplary student work will be archived to provide student examples in future courses.

RELAX, RELATE, & RELEASE POLICY

Students will have the option of utilizing the “Relax, Relate, & Release Policy” in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness: <https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

Assignment	Date	Points	Percent
Professional development: Planning	2/20	15	3
Professional development: Environment	2/27	15	3
Professional development: Delivery	3/6	15	3
Professional development: Professionalism	3/20	15	3
Program evaluation proposal	3/27	50	9
SCCR project	3/30	75	14
Group project	4/13	75	14
CDSC program project (key assignment)	5/1	100	19
Class presentation	varies	25	5
Participation (14)	ongoing	140	27
TOTAL		525	100

GRADING SCALE
A = 90% +
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% -

Course Schedule

Date	Topic	Activity
1/19 Week 1	Foundations <i>CACREP G.2.f; G.2.l; G.2.m;</i>	Orientation to course
1/26 Week 2	Developing an informed approach <i>CACREP G.1.d</i>	READ: Kaffenberger & Young (pgs. 5-27)
2/2 Week 3	Responding to student needs <i>CACREP G.2.e</i> <i>CACREP G.1.c; G.2.c; G.3.e</i>	READ: ASCA Framework (pgs. 136-140) BRING: Crisis response resources to class- be prepared to present
2/9 Week 4	<i>National School Counseling Week</i> Assisting with student transitions	READ: ASCA Framework (pgs. 129-135); BRING: Career prep resources to class- be prepared to present
2/16 Week 5	Program development <i>CACREP G.1.e; G.3.a</i>	READ: Kaffenberger & Young (pgs. 31-50); ASCA Framework (pgs. 103-114); ASCA Implementation Guide (pgs. 119-127) DUE: PD- Planning
2/23 Week 6	Impacting systems <i>CACREP G.2.j; G.3.k</i>	READ: ASCA Framework (pgs. 15-28) DUE: PD- Environment
3/2 Week 7	Student-focused, data-driven <i>CACREP G.1.d.; G.2.a; G.2.d; G.2.k; G.3.d; G.3.g; G.3.i; G.3.j; G.3.m</i>	READ: Kaffenberger & Young (pgs. 60-64; 67-70); ASCA Framework (pgs. 77-83); ASCA Implementation Guide (pgs. 21-28) DUE: PD- Delivery
3/9 Week 8	BREAK – NO CLASS	BREAK – NO CLASS
3/16 Week 9	Professional connections <i>CACREP G.2.b; G.3.l</i>	READ: Kaffenberger & Young (pgs. 117-122); ASCA Implementation Guide (pgs. 141-155) DUE: PD- Professionalism
3/23 Week 10	The holistic student <i>CACREP G.3.n; G.3.o</i>	READ: ASCA Framework (pgs. 32-51); ASCA Implementation Guide (pgs. 95-99) DUE: Program Evaluation Proposal
3/30 Week 11	Direct services: SSCR <i>CACREP G.3.c</i>	SSCR presentations DUE: SSCR lesson
4/6 Week 12	Direct services: SSCR, cont. <i>CACREP G.3.c</i>	SSCR presentations, cont.
4/13 Week 13	Direct services: Groups <i>CACREP G.3.f</i>	Group presentations DUE: Group lesson
4/20 Week 14	Direct services: Groups, cont. <i>CACREP G.3.f</i>	Group presentations, cont. DUE: Course evaluation in OneStop
4/27 Week 15	School culture <i>CACREP G.1.b; G.3.b</i>	DUE: CDSC Program Project

Scoring Rubric Program Evaluation Proposal

	Highly Effective 10	Effective 8	Improvement Necessary 6	Does not meet standards 4
Rationale	Provide the rationale for program evaluation. Describe how the counselor can use potential data gathered through this process for advocacy purposes.	Briefly describes the importance of program evaluation and lists potential benefits.	Describes concept of program evaluation.	Discussion is insufficient and does not address goals of section.
Instrument(s) Description	Details the format for assessment instrument(s) used (electronic surveys, pencil and paper, etc). Describes the various components in a structured manner.	Format and components are presented in a brief manner.	Format and components are presented, but explanation is difficult to follow.	Format is not listed or discussion does not address components.
Distribution Methods	A detailed plan is described which outlines the target populations and administration methods.	The target populations are defined and methods are presented in a brief manner.	The target populations and/or administration methods are unclear.	Methods are not addressed.
Recommended Timeline	Discusses a detailed, realistic timeline for implementation. Key steps are presented in a structured and meaningful manner.	A proposed timeline is presented in a brief manner.	Presented timeline is vague.	Timeline is not addressed.
Paper Format	Demonstrates exemplary graduate level writing skills and adheres to APA formatting. A word copy of the instrument(s) is included in the appendix.	Proficiently demonstrates graduate level writing skills. Appendix is proficient.	Few errors in formatting or use of appendix.	Multiple errors in paper.

Scoring Rubric
School Counseling Core Curriculum Project AND Group Project

	Highly Effective 15	Effective 13	Revisions Needed 11	Does not meet standards 9
Planning	The lesson has objectives and standards that align with the ASCA National Model. The lesson plan includes the grade level and is appropriate for the developmental level of the students with whom it is being used.	The lesson has objectives and standards stated. The lesson plan includes the grade level and is appropriate for the developmental level of the students with whom it is being used.	The lesson has objectives and standards stated, but they may be partially misaligned to the lesson plan. The grade level or developmental level is included, but the lesson is inappropriate or misaligned with that grade or developmental level.	Components are missing.
Materials & Evidence base	A detailed list of materials are presented and the appropriate evidence base is selected.	General materials are included and the appropriate evidence base is selected.	Materials or evidence base are omitted.	This section is not addressed.
Procedures	Includes a clear description of an introduction, instructions on teaching content, a plan for students to practice content, a summary and closing.	Components are presented in a brief manner.	Procedures are unclear and/or components are left out.	Procedures are not addressed.
Data Collection Plan	Includes a clear description of expected participation data, mindsets & behavior data, and outcome data.	Includes a brief description of expected participation data, mindsets & behavior data, and outcome data.	Plan is unclear and/or components are left out.	Data collection is not addressed.
Presentation	Appropriate length; did not seem hurried or too slow. Presenter spoke clearly and distinctly and appropriately engaged with the audience.	Appropriate length but seemed slightly hurried (or slow). Presenter spoke clearly most of the time and established eye contact appropriately engaged with the audience.	Appropriate length but seemed very hurried (or slow). Presenter spoke clearly and distinctly only some of the time and/or established little engagement with the audience.	Too long or too short. Presenter did not speak clearly most of the time and established little engagement with the audience.

Scoring Rubric

Comprehensive Developmental School Counseling Program Project

	Highly Effective 20	Effective 17	Revisions Needed 14	Does not meet standards 11
Define	Explicit description of plan to introduce self and describe role to students, guardians, & faculty. Inclusion of rationale with references from professional literature.	General description of plan to introduce self and describe role to students, guardians, & faculty. Inclusion of rationale with references from professional literature.	Brief description of plan to introduce self and describe role to students, guardians, & faculty. Omission of rationale with references from professional literature.	This section is not addressed.
Manage	Clear description of proposed focus for groups, school counseling core curriculum, and trainings/workshops for faculty & guardians. Strong connection to school data.	Description of proposed focus for groups, school counseling core curriculum, and trainings/workshops for faculty & guardians. Moderate connection to school data.	Focus is unclear and/or stakeholder groups are left out. Weak connection to school data.	This section is not addressed.
Deliver	Detailed proposal for scheduled sessions and lessons. Clear plan to enhance school culture and develop positive relationships with various stakeholders. Inclusion of rationale with references from professional literature.	Brief proposal for scheduled sessions and lessons. Initial ideas to enhance school culture and develop positive relationships with various stakeholders. Inclusion of rationale with references from professional literature.	Brief proposal for scheduled sessions and lessons. Initial ideas to enhance school culture and develop positive relationships with various stakeholders. Omission of rationale with references from professional literature.	This section is not addressed.
Assess	Thorough discussion of methods to measure progress for individual AND group sessions. Thorough comparison and contrast of needs assessment and program evaluation. Inclusion of recommended timeline and distribution methods. Inclusion of rationale with references from professional literature. Identified plan for stakeholder data presentation.	Brief discussion of methods to measure progress for individual AND group sessions. General discussion regards needs assessments and program evaluation. Inclusion of rationale with references from professional literature. Identified plan for stakeholder data presentation.	Insufficient plan to assess student progress or program. Insufficient discussion regards needs assessments and program evaluation. Omission of rationale with references from professional literature. Insufficient plan for stakeholder data presentation.	Multiple components of this section are not addressed.
Paper Format	Demonstrates exemplary graduate level writing skills and adherence to APA style and formatting to include a cover page and references.	Proficiently demonstrates graduate level writing skills and adherence to APA style and formatting.	Few errors in formatting.	Multiple errors in paper.