



## Department of Educational Psychology

We develop educational leaders who create tomorrow's opportunities.

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

**Department of Educational Psychology**  
**EPS 634: Practices of School Counseling Syllabus**  
**Semester**

**Instructor:**

**Contact Info:**

**Office Hours:**

**Total Units of Course:** 3 hours

**Format:** In-person

**Meeting Days/Times:**

**Textbook and Required Materials:**

1. Stone, C. B., & Dahir, C. A. (2016). *The transformed school counselor* (3<sup>rd</sup> ed.). Boston, MA: Cengage Learning.
2. American School Counselors Association. (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.  
(available at: <http://www.schoolcounselor.org/>)

**REQUIRED ACCESS:** Every student needs to have access to BBLearn. Technical support available at: [elc-help@nau.edu](mailto:elc-help@nau.edu) or call 928-523-5554.

**Course Purpose:** This course emphasizes practices of school counseling including structure, knowledge, skills, and evaluation functions; program delivery; and procedures and strategies for integrating, managing, delivering, and promoting school counseling and consultation services. This course provides in-depth knowledge and exposure to elements of two of the ASCA Model Components, Delivery and Accountability. Topics covered include: data-driven practice, developmental classroom guidance, individual and group counseling, educational and career planning, consultation, collaboration and parent involvement, needs assessment and program evaluation, addressing needs of students with complex/specialized problems and/or disabilities and helping students with mental and emotional disorders.

**Course Student Learning Outcomes:** Learning outcomes and expectations for this course were selected to reflect the standards for counseling and consultation identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). It is expected that each student will be able to demonstrate attainment of each of the following outcomes/expectations:

**Assignments/Assessments of Course Student Learning Outcomes aligned with CACREP 2016 standards:**

Outcome	CACREP 2016 Standards
<p>1. <i>Learn how to <b>develop</b> school counseling programs by collecting and using <b>needs assessment</b> data for implementing and coordinating school counseling programs such as peer intervention programs when needed. Understand the role of assessment and evaluation of students and <b>program evaluation</b> specific to P-12 schools and how such data (results reports, program audits, etc.) can be used to demonstrate school counseling effectiveness and to inform evidence-based practice that promotes equity in student achievement and college success.</i></p>	<p>(SC-1e) (SC-3b) (SC-3k) (SC-3m)</p>
<p>2. <i>Learn how counselors collaborate, consult, refer and work effectively with teachers, supervisors, administration, parents, support personnel and community resources to advocate for all students, and to promote school counseling and a positive school environment.</i></p>	<p>(SC-2d) (SC-2b) (SC-3l)</p>

3. <i>Become familiar with community resources, referral sources or agencies that school counselors use in their work</i>	(SC-2k)
4. <i>Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events</i>	(SC-2e)
5. <i>Gain familiarity with referral processes for students referred due to academic concerns (Intervention teams, Individualized Evaluation Plans (IEPs), and the 504 process)</i>	(SC-3d)
6. <i>Develop skills in the application and delivery of a comprehensive developmental school counseling program based on the ASCA National Model, including all aspects of the ASCA Model delivery components, including preparing a guidance unit aligned with the ASCA Model and consistent with the school calendar</i>	(SC-1b) (SC-3a)
7. <i>Increase familiarity with use of data, research and design skills needed to advocate for programs and students.</i>	(SC-3o)
8. <i>Gain knowledge of strategies for grant writing and other funding for school counseling programs</i>	(SC-3o)
9. <i>Demonstrate understanding of the use of technology in the delivery, monitoring, evaluation, accountability and decision making of a comprehensive school counseling program</i>	(SC-3n)

10. <i>Gain knowledge of core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies and demonstrate effective presentation skills in the delivery of school counseling topics</i>	(SC-3c)
11. <i>Gain knowledge of models of P-12 comprehensive career development</i>	(SC-1e)
12. <i>Demonstrate understanding of application of theoretical concepts in interventions to promote academic development increase promotion and graduation rates.</i>	(SC-3d) (SC-3i)
13. <i>Demonstrate use of developmentally appropriate career counseling interventions and assessments to promote college and career readiness</i>	(SC-3e) (SC-3j)

**Assignments/Assessments of Course Student Learning Outcomes and CAEP standards:**

Outcome	CAEP Unit Standards
1. In-depth understanding of central concepts of professional, state and institutional standards	CAEP Unit Level Standard 1
2. Use of technology and other evaluation measures to support and improve student learning CAEP Unit Level Standard 1	CAEP Unit Level Standard 1
3. Demonstration of critical analysis and synthesis CAEP Unit Level Standard 1	CAEP Unit Level Standard 1

**\*Students in the school counseling program will be expected to visit schools and classrooms. Each student is required to secure a valid fingerprint clearance card in compliance with Arizona State Statute A.R.S. § 15-534.**

### **Assessment of Student Learning Outcomes**

Students will complete a series of activities and projects stressing the “Deliver” and “Assess” components of ASCA Model-aligned school counseling programs.

**Key Performance Indicator (KPI) Assignment:** EPS 634 has a three signature assignments, Consultation and Collaboration and Self-Care (required for program accreditation), as well as the semester-long project, that must be posted on BbLearn.

**\*\* PLEASE NOTE: THE INSTRUCTOR HAS THE RIGHT TO MAKE MINOR CHANGES TO THE SYLLABUS DURING THE DURATION OF THE COURSE, ESPECIALLY IN THE CASE OF AN ERROR.**

### **Assignments:**

#### **Participation and Discussion:**

Class will include a combination of instructor lectures, class demonstrations and discussions, small group work, role plays, and audio-visual presentations. *Reading the assigned material prior to class is necessary.* This is in part an experiential class in which considerable emphasis is placed upon experimentation with theories and techniques both in-class and for homework. Thus, your attendance and participation are paramount to your learning. Participation also includes discussing reading materials, role-plays, workbook exercises, reflective writing, and videos.

Students are expected to attend **all** class meetings and to actively participate in class discussions. If, for any reason you find that you will need to leave early or miss any portion of class, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. **Given the experiential demands of the course, it is imperative that you be present for every class.** Additionally, it is expected that you will demonstrate professional behavior (e.g., no texting, playing on the computer, or engaging in other disruptive behavior) and actively participate in class discussion. Please refrain from using a cell phone during class or other instructional times. Participation points may be deducted for a lack of professional behavior or non-participation. Missing two or the equivalent of two class meetings will result an automatic drop of one letter grade.

**Comprehensive School Counseling Program (See Appendix A for rubric)**

#### **GROUP ASSIGNMENTS:**

Each assignment will build on the previous one. Each of these assignments will be group assignments, with the exception of the two KPI assignments. You will work in the same group based on your practicum site placement and/or your school level of interest.

### **Needs Assessment:**

*Review existing data* from your practicum placement site (or another school) and/or provided by the Arizona Department of Education website <http://www.azed.gov/> (AIMs, AzMerit, referrals, attendance, school report card, etc. for Elementary, Middle School, or High School) and *complete the School Data Summary Template (KPI)* located on BbLearn. Further, *create a needs assessment* survey on Survey Monkey or GoogleDocs for 1) students, 2) parents, 3) school staff (i.e., teachers, administrators, helping professionals) based on what was learned from review of the data and *discuss how you might use focus groups, observations, professional literature to create a needs assessment.*

### **Program Planning:**

Development of a Comprehensive program in response to the results of the needs assessments. Your presentation will include:

1. **Program goals:** List your school counseling program goals using *the Classroom and Group Mindsets & Behaviors Action Plan*. Complete the *annual student outcome goal plan template* (same template for summarize the results; “Assess”), where you focus on ONE goal based on the needs assessment and DOE data.
2. Students will develop an **action plan** using resources from the text and from the ASCA Model to ensure the continuation of their school counseling program. *Complete the implementation guide template.*
3. Complete the *annual calendar template* highlighting what direct and indirect services you will engage in that address the school counseling program goals.
4. Assess: update **the school counseling program assessment document** and include how you will remain accountable when it comes to the program goals.
5. Review the Arizona State Vocational Rehabilitation website provided on BbLearn. Review ASCA’s standards when it comes to working with students with disabilities. Demonstrate how your comprehensive school counseling program meets the needs of *all* students. What do you need to consider when working with students with disabilities (cite ASCA, book chapter, IEP and 504 resources). What federal laws must you take into account?

### **Guidance Lesson Plan (KPI; direct services)**

**Develop an ASCA-aligned guidance lesson plan** based on the needs assessment data (<https://azreportcards.azed.gov/>) for classroom guidance delivery in any format appropriate for that particular age group. You will present your guidance lesson to the class. Be

creative, fun, and engaging when designing your lesson. *Complete the ASCA Lesson Plan template (make sure you have measurable learning objectives using Bloom's verbs), develop a pre-post test, and follow-up considerations.* In addition to the lesson plan, submit a one-page paper on how you would adapt your guidance lessons to make accommodations for diverse demographics of a specific school. Consider cultural background, SES, ELLs, students with disabilities, etc. During the presentation, you will be graded on your strengths in classroom management and given areas of growth.

### **Individual Intervention (direct services)**

Create a hands-on intervention that you would use with an individual student. You will describe the presenting concerns of a student and identify the steps you would take to address the concern and the key theoretical principles you used when developing an individualized plan. How does your intervention address the academic, career, and/or social/emotional development of the students? Explain the Mindsets and Behaviors you would focus on during the counseling process.

### **Community Resources (indirect services)**

Create a community resource list for a school district in your current or future geographical area. Ask yourself, *“What resources need to be available to students and families outside the school?”* Search for behavioral health agencies (possibly finding specific services catered to specific mental health diagnoses, food, clothing, and housing resources, transition support for students with disabilities, etc.). Contact with the agencies on the list to verify that they are currently in operation.

### **Group Member Evaluation:**

At the end of the group assignments, each member will evaluate themselves and each member of the group using the form on BBLearn.

## **INDIVIDUAL ASSIGNMENTS:**

### **Consultation and Collaboration Discussion (KPI):**

*Individually*, submit a 3-4 page, APA-formatted paper to BBLearn. You will read the attached supplemental readings and choose a consultation model. You will describe each of the steps of the model and how you plan to implement them as a first-year school counselor. Your model application and intervention plan should outline in detail the steps by which you plan to consult, as well as collaborate with stakeholders to address concerns-- (e.g., suicidal ideation, bullying, abuse, prevention, behavioral intervention, social-emotional concerns of students). What are the strengths of the model and what are the shortcomings of the model? Cite the supplemental readings if necessary. (See rubric below).

**Self-Care Discussion (KPI):** As a new school counselor, your stress level will be high. In order to prevent burnout and to be an effective school counselor, you must have a self-care plan *that can be maintained*. You will locate and read a new research journal article in which **self-care** is addressed. For the APA-formatted paper:

- 1) Briefly summarize the article and research and discuss how you can incorporate what your learned into your own self-care plan;
- 2) Create or update your self-care plan (this can be in the appendix of the APA formatted paper);
- 3) Summarize what specific steps will you take as your enter practicum/internship to maintain self-care;
- 4) Now that you understand the school counseling profession, summarize what you will need to do to intentionally practice self-care and how you plan to take care of yourself. (See rubric below).

**EPS 634 CACREP & CAEP Rubric for Consultation and Collaboration. Key Performance Indicator (on BbLearn)**

Levels/ Criteria	Inadequate 0-3	Satisfactory 4-6	Good 7-9	Excellent 10	Score/ Level
<i>Demonstrate how counselors collaborate, consult, refer and work effectively with teachers, supervisors, administration, parents, support personnel</i> CAEP Unit Level Standard 1 CACREP (SC-2d) (SC-2b) (SC-3l)	Demonstrates little to no awareness of central concepts of consultation and collaboration standards.	Demonstrates basic awareness of central concepts of consultation and collaboration standards.	Demonstrates thoughtful awareness of central concepts of consultation and collaboration standards.	Demonstrates exceptional insight and thorough understanding of central concepts of consultation and collaboration standards.	

<p>Demonstration of critical analysis and synthesis</p> <p>CAEP Unit Level Standard 1 and CACREP (SC-1b,1e) (SC-3 a, b) (SC-3 k) (SC-3 m)</p>	<p>Demonstrates little or no analysis and throughout the various elements of the project report</p>	<p>Demonstrates basic analysis and synthesis throughout the various elements of the project report</p>	<p>Demonstrates thoughtful analysis and synthesis throughout the various elements of the project report</p>	<p>Demonstrates exceptional analysis and synthesis throughout the various elements of the project report</p>	
<p>Writing Skills</p>	<p>The assignment does not follow the proper format (APA style) and Frequent errors in spelling, grammar, and punctuation; No evidence of organization of ideas</p>	<p>The assignment does not follow the proper format (APA style) or Errors in grammar and punctuation, but spelling has been proofread; Some evidence of organization of ideas</p>	<p>The assignment is prepared in the proper format (APA style); Occasional grammatical errors and questionable word choice; Logical organization of ideas</p>	<p>The assignment is prepared in the proper format (APA style); Nearly error-free which reflects clear understanding and thorough proofreading; Careful and relevant organization of ideas.</p>	

**EPS 634 Self-Care Rubric, Key Performance Indicator (on BbLearn)**

<b>Levels/ Criteria</b>	<b>Needs Remediation 0-4</b>	<b>Meets Expectations 5-9</b>	<b>Exceeds Expectations 10-12</b>	<b>Score/ Level</b>
Research Summary on Self-Care. CACREP F-1-1	Demonstrates little to no awareness and understanding of research on self-care.	Demonstrates basic understanding of research on self-care.	Exceptional evidence of a thoughtful review and summary of research on self-care.	
Self-care plan and steps. CACREP F-1-1	Demonstrates vague or lack of self-care plan with steps as related to self-care research.	Demonstrates good self-care plan with steps as related to self-care research.	Demonstrates exceptional self-care plan with well-defined action steps as related to self-care research.	
Executing a step from the plan. CACREP F-1-1	Demonstrates vague or lack of self-care plan with steps as related to self-care research.	Demonstrates good self-care plan with steps as related to self-care research.	Demonstrates exceptional self-care plan with well-defined action steps as related to self-care research.	

**Attendance and Participation: (See Rubric in BBLearn)**

**POINTS/GRADING SYSTEM:**

<i>Component</i>	<i># assignments</i>	<i>value</i>	<i>Total</i>	<i>% of TOTAL</i>
Participation	13 meetings	10	130	14%
Discussion Posts	2	25	50	5%
ASCA Templates	7	50	350	38%
Needs Assessment	1	100	100	11%
3 ASOGs	1	100	100	11%
Presentation (Peer and self evaluation form)	1	200	200	21%
<b>TOTAL</b>			<b>930</b>	<b>100%</b>

**COURSE SCHEDULE:**

<b>Week #</b>	<b>Topic/Theme</b>	<b>Readings due</b>	<b>Assignments due</b>
<b>1</b> <b>8/12/20</b>	Syllabus Review Expectations for the Course	N/A	N/A
<b>2</b> <b>8/19/20</b>	ASCA Model (4 <sup>th</sup> ed.): Deliver section  Consultation and Collaboration	Deliver section (ASCA National Model) Erford Ch. 14 Or S&D Ch. 12 & 13	<i>Individually submit,</i> Discussion #1: Consultation and Collaboration ( <b>KPI</b> )

	Using the Use of Time Calculator		
<b>3</b> <b>8/26/20</b>	Developing a Needs Assessment	Needs assessment supplemental readings and resources	Review the comprehensive school counseling program you developed last semester!
<b>4</b> <b>9/2/20</b>	ASCA Model (4 <sup>th</sup> ed.): Manage section templates  School Counselors' Value (roles and boundaries)	Supplemental readings	Data: Work on your <b>needs assessment</b> and with your level group
<b>5</b> <b>9/9/20</b>	ASCA Model (4 <sup>th</sup> ed.): Manage section templates  Grant Writing	Supplemental readings	Program Planning: Work on <b>annual student outcome goals (ASOG), vision and mission statements, and closing the gap action plan</b>
<b>6</b> <b>9/16/20</b>	Working with Students with Disabilities  IEPs and 504s	Erford Ch. 16 Or S&D Ch. 10	Program Planning: Work on <b>annual student outcome goals (ASOG), vision and mission statements, and closing the gap action plan (cont.)</b>
<b>7</b> <b>9/23/20</b>	Classroom Management	Supplemental readings	Direct Service: Develop a <b>Guidance Lesson</b> based on ASOG

	Guidance Lesson Planning		
<b>8</b> <b>9/30/20</b>	School Counseling Theories and Interventions	S&D Ch. 2	<i>In your level group, develop a <b>community resources</b> list document!</i>
<b>9</b> <b>10/7/20</b>	School Counseling Theories and Interventions ( <b>continued</b> )	Supplemental Readings	Direct Service: Develop a hands on <b>Individual Intervention</b>
<b>10</b> <b>10/14/20</b>	College and Career Readiness	Erford Ch. 11 & 12 Or S&D Ch. 14	Work on <b>Classroom and Group Mindsets &amp; Behaviors Action Plan</b>
<b>11</b> <b>10/21/20</b>	Creating a Safe, Supporting, and Respectful School Environment  Racism and Anti-Racism	S&D Ch. 11	Work on <b>Annual Calendar</b> , citing the <b>Implementation Guide</b>
<b>12</b> <b>10/28/20</b>	MTSS, RTI, & PBIS  Crisis School Counseling and Remote Crisis Counseling	Supplemental Readings	Work on <b>Annual Administrative Conference Agreement</b>
<b>13</b> <b>11/4/20</b>	ASCA Model (4 <sup>th</sup> ed.): Assess section	Assess section (ASCA National Model)	

<b>14</b> <b>11/11/20</b>	Self-Care	Supplemental Readings	<i>Individually submit, Discussion #2: Self-Care (KPI)</i>
<b>15</b> <b>11/18/20</b>	Discuss Final Project presentation	N/A	Work on Project: Comprehensive SC Program PPT
<b>16</b> <b>11/25/20</b>	<b>Presentations: Comprehensive SC Program</b>	N/A	<b>Project Due (PPT) – Comprehensive School Counseling Program</b>  <i>Individually complete the self and peer evaluation form</i>

### **COURSE POLICIES**

**ATTENDANCE:** If you know ahead of time that you are going to have to miss a class meeting, contact the instructor well in advance. Students who are absent for any reason are responsible for announcements and material covered in class. *Missing two or the equivalent of two class meetings will result an automatic drop of one letter grade.*

Getting behind can greatly impair a student's ability to learn and synthesize the content of this course. Research has directly linked a student's performance with their level of engagement with a course. Each student is responsible for progressing through the course and making use of the available materials to be successful. As many components of this course have strict deadlines, not making regular progression will make your success in this course a challenge. Do not hesitate or delay contacting me if you have questions and/or concerns regarding your progress in this class. If a student does not make adequate progress through the course, or continually misses deadlines, I reserve the right to potentially administratively drop the student from the class. Students are expected to manage their official status in the class. That is, a student who decides to drop from the class must officially withdraw – otherwise they will be subject to grading. Students wishing to change to an audit status must do so by the scheduled deadline.

### **WRITING QUALITY:**

- Graduate students are expected to write graduate level papers. Please contact NAU's Academic Success Center (<https://in.nau.edu/academic-success-centers/tutoring/>) if needed.
- Tips to succeed in APA style are available in the course shell. You might also consider purchasing the most current APA style book, and, when online, consider using a source that you can access via Google such as "OWL at Purdue."
- The instructor reserves the right to return a well-conceived, but poorly written paper in order to suggest that the author(s) edit the paper accordingly. A one-week turnaround time is the norm, in the event this occurs.

### **ACADEMIC DISHONESTY:**

- In short, Academic Dishonesty WILL NOT be tolerated and NAU's policy will be adhered to in all cases. Students are encouraged to read and understand the University policy. Your work is to be YOUR WORK. You are expected to follow the rules of the course in addition to the policy of the university. Any and all allegations of academic dishonesty will be thoroughly investigated immediately and handle according to policy. For information on the ACADEMIC DISHONESTY policy, please refer to the NAU Student Handbook available at: <https://www5.nau.edu/policies/Client/Details/307>
- **ACADEMIC DISHONESTY VIOLATIONS**
  - Cheating: intentionally using or attempting to use unauthorized materials, information, technology, or study aids in any academic exercise such as an examination, paper, or other assignment
  - Fabrication/Fraud: intentional and unauthorized creation or invention of information, data, or citation in an academic exercise.
  - Facilitation: assisting, supporting, conspiring, or colluding with others to engage in any form of Academic dishonesty.
  - Falsification: manipulating materials, equipment, or processes, or changing or omitting information or data such that the results of an academic exercise are not accurately represented or reported.
  - Obtaining an unfair advantage: engaging in activities that directly or indirectly compromise the fair assessment of a student's work or that unfairly constrain or impede another student's ability to complete an assignment on equal terms.
  - Plagiarism: Using or representing another's original words, ideas, materials, or other creative output as one's own and not giving proper credit to the author or source.
  - Self-Plagiarism: Using one's own words, ideas, expressions, productions, or other creative output from prior work without proper citation to the previous work and appropriate permission from the instructor

### **DUE DATES AND DEADLINES:**

- Due dates and deadlines are just that. They have been set for this course and are expected to be adhered to. Due dates are not negotiable because of technology problems. Students are encouraged to have access to a back-up computer with Internet access.

- **Items received after the assigned due dates will not be accepted.**
- Only under accepted exceptions (based on university guidelines and instructor discretion) will alternative arrangements be made regarding due dates and deadlines. All emergency situations must be conveyed to the instructor in a timely manner.
- Please see attached schedule for due dates.

#### **INCOMPLETE POLICY:**

- NAU's policy is that no incomplete grades will be given for courses except in cases of acceptable emergencies. Please make sure that you are aware of the last day to withdraw from the course and make use of that option if you determine you are going to be unable to complete the course.

#### **INSTRUCTOR EXPECTATIONS: WHAT YOU CAN EXPECT FROM ME**

- First and foremost, I am here to provide you with the necessary support to be successful in this course. As such, if you have any questions or specific needs, please let me know.
- I will respond as promptly as possible to your e-mails and/or phone calls. Keep in mind that I may "cc" or include the entire class in an e-mail (or posted announcement) if it is something that pertains to the course material. Students usually have similar questions and/or concerns and so I will do this to allow all students the benefit of the originating request.
- In terms of grading, I will remain as vigilant as possible with grading. As I expect you to adhere to due dates and deadlines, I will make every effort to have your work graded and posted as quickly as possible. I will notify the class if there is an unexpected delay in grading.

#### **STUDENT EXPECTATIONS: WHAT I EXPECT FROM YOU**

- As students before you have been quite successful in this course, I expect nothing less from you; this will require a strong commitment on your part.
- You are expected to visit and work within the EPS 594 BbLearn Course Shell regularly.
- You must establish a workable pace for this course. You cannot put items off until the last minute and expect to meet deadlines and be successful in this course.
- You must meet the posted deadlines for assignments and exams
- While I will be monitoring your progress throughout the course, please contact me if you have any questions or concerns about this course or your progress in the course.
- You should read (or re-read) this syllabus in its entirety, as you are responsible for its content. You should ask questions as necessary regarding this syllabus and/or the course.
- It is recommended that you print this syllabus and the supplemental schedules and retain my e-mail address and phone number in the event that you are unable to log into the course and/or access the Internet.



# SYLLABUS REQUIREMENTS

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## COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

### SYLLABUS POLICY STATEMENTS

#### ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

## COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

## DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

## NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at [equityandaccess@nau.edu](mailto:equityandaccess@nau.edu), or visit the EAO website at <https://nau.edu/equity-and-access>.

## TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a "Title IX Coordinator" to monitor the institution's compliance with this important civil rights law. NAU's Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at [elyce.morris@nau.edu](mailto:elyce.morris@nau.edu). In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

## ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or [dr@nau.edu](mailto:dr@nau.edu) (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at [jamie.axelrod@nau.edu](mailto:jamie.axelrod@nau.edu).

## RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

## MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at [david.faguy@nau.edu](mailto:david.faguy@nau.edu) or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

## SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

*Last revised August 1, 2021*

## Comprehensive School Counseling Program Rubric

Criteria	Levels of Achievement			
	Needs Remediation	Developing	Meets Expectations	Exceeds Expectations
<b>Presentation: Organization</b> ▼	<b>0 to 10 points</b> The presenters were unclear and confusing to follow throughout the presentation.	<b>11 to 20 points</b> The presenters were somewhat easy to follow and minimally organized.	<b>21 to 27 points</b> The presenters were clear and concise and easy to follow and understand.	<b>28 to 30 points</b> The presenters were exceptionally well-organized and easy to follow and understand.
<b>Presentation: Enthusiasm</b> ▼	<b>0 to 3 points</b> The presenters demonstrate little to no enthusiasm about the comprehensive school counseling program.	<b>4 to 5 points</b> The presenters demonstrate minimum enthusiasm about the comprehensive school counseling program.	<b>6 to 8 points</b> Presenters demonstrate some enthusiasm about topic and raise audiences' understanding and awareness of most points regarding comprehensive SC program.	<b>9 to 10 points</b> Presenters demonstrate strong enthusiasm about topic during the entire presentation. Presenters significantly increase audience understanding of their comprehensive SC program; convinces audience the validity and importance of the SC program.
<b>Length of Presentation (30-40 minutes)</b> ▼	<b>0 to 0 points</b> Too long or too short; ten or more minutes above or below the allotted time. Does not leave time for Q&A.	<b>1 to 4 points</b> Within six minutes of allotted time. Leaves time for Q&A and minimally answers questions.	<b>5 to 8 points</b> Within four minutes of allotted time. Leaves time for Q&A and answers questions.	<b>9 to 10 points</b> Within two minutes of allotted time. Leaves time for Q&A and answers questions fully.
<b>Introduction (Name of school,</b>	<b>0 to 0 points</b>	<b>1 to 10 points</b>	<b>11 to 17 points</b>	<b>18 to 20 points</b>

Criteria	Levels of Achievement			
	Needs Remediation	Developing	Meets Expectations	Exceeds Expectations
surrounding community info, SIP, etc.) 	Includes none of the required elements stated in the directions.	Includes some of the required elements stated in the directions.	Includes all required elements stated in the directions and is somewhat creative.	Includes all required elements stated in the directions and is exceptionally creative.
Beliefs 	<b>0 to 0 points</b> Presenters do not articulate personal beliefs and do not articulate a unified belief statement as a school counseling department.	<b>1 to 3 points</b> Presenters somewhat articulate personal beliefs. Somewhat articulate a unified belief statement as a school counseling department.	<b>4 to 4 points</b> Presenters individually articulate personal beliefs and address four questions from the directions. Unified belief statement as a school counseling department.	<b>5 to 5 points</b> Presenters individually articulate personal beliefs and address all five questions. Unified belief statement as a school counseling department.
Vision Statement 	<b>0 to 0 points</b> Presenters do not share a unified vision statement.	<b>1 to 4 points</b> Presenters share a unified vision statement.	<b>5 to 8 points</b> Presenters share and articulate a unified vision statement that links directing to the school's vision statement.	<b>9 to 10 points</b> Presenters share and articulate a unified vision statement that links directing to the school/school districts' vision statement.
Mission Statement 	<b>0 to 0 points</b> Presenters do not share a unified mission statement for the school counseling department.	<b>1 to 4 points</b> Presenters share and articulate a unified mission statement for the school counseling department.	<b>5 to 8 points</b> Presenters share and articulate a unified mission statement for the school counseling department that links directing to the school's mission statement.	<b>9 to 10 points</b> Presenters share and articulate a unified mission statement for the school counseling department that links directing to the school/school districts' mission statement.

Criteria	Levels of Achievement			
	Needs Remediation	Developing	Meets Expectations	Exceeds Expectations
<b>School Data Summary (KPI)</b> ⌵	<p><b>0 to 0 points</b> Did not share their findings and did not submit the school data summary template. Does not articulate how you will use this data to advocate for students when it comes to opportunity and equity gaps.</p>	<p><b>0 to 10 points</b> Presenters minimally share their findings from the data analysis, somewhat address what the needs are in the school and complete the school data summary template. Minimally articulate how you will use this data to advocate for students when it comes to opportunity and equity gaps.</p>	<p><b>11 to 17 points</b> Presenters share their findings from the data analysis, address what the needs are in the school and complete the school data summary template. Articulate how you will use this data to advocate for students and the comprehensive school counseling when it comes to opportunity and equity gaps.</p>	<p><b>18 to 20 points</b> Presenters thoroughly share their findings from the data analysis, address what the needs are in the school and complete the school data summary template. Articulate how you will use this data to advocate for students and the comprehensive SC program when it comes to opportunity and equity gaps.</p>
<b>Annual Student Outcome Goals</b> ⌵	<p><b>0 to 0 points</b> Did not share their three annual goal and did not submit the template.</p>	<p><b>1 to 20 points</b> Presenters minimally share their three SMART goal, supplemental data, M&amp;B, objectives (using Bloom's verbs), possible activities, and develop a pre-post assessment. Complete the annual student outcome goal template. These goals are tied to academic, career/college, and social/emotional domains.</p>	<p><b>21 to 27 points</b> Presenters share all three of their SMART goals, supplemental data, M&amp;B, objectives (using Bloom's verbs), possible activities, and develop a pre-post assessment. Complete the annual student outcome goal template. These goals are tied to academic, career/college, and social/emotional domains.</p>	<p><b>28 to 30 points</b> Presenters thoroughly share all three of their SMART goals, supplemental data, M&amp;B, objectives (using Bloom's verbs), possible activities, and develop a pre-post assessment. Complete the annual student outcome goal template. These goals are tied to academic, career/college, and social/emotional domains.</p>
<b>Action Plans</b> ⌵	<b>0 to 0 points</b>	<b>1 to 10 points</b>	<b>11 to 17 points</b>	<b>18 to 20 points</b>

Criteria	Levels of Achievement			
	Needs Remediation	Developing	Meets Expectations	Exceeds Expectations
	Did not share their action plans for the academic school year.	Presenters minimally share the action plans for the academic school year.	Presenters share their M&B action plan that includes appropriate activities and instruction. Presenters share their closing-the-gap action plan, and tie it to equity gap data.	Presenters thoroughly share their M&B action plan that includes appropriate activities and instruction. Presenters are mindful to include activities identified in their ASOGs. Presenters share their closing-the-gap action plan, and tie it to equity gap data.
<b>Lesson Plan (KPI)</b> ⌵	<b>0 to 0 points</b> Did not share their lesson plan that targets an ASOG.	<b>1 to 4 points</b> Presenters minimally share their lesson plan that is loosely connected to the ASOG. Objectives are not measurable and missing parts of lesson. Difficulty to follow lesson from start to finish.	<b>5 to 8 points</b> Presenters share their lesson plan and developed and tied to evidence/research to support instruction in the classroom, as well as the ASOG. Used Bloom's Taxonomy to develop measurable objectives.	<b>9 to 10 points</b> Presenters thoroughly share their lesson plan and thoughtfully designed and tied to evidence/research to support instruction in the classroom, as well as the ASOG. Used Bloom's Taxonomy to develop measurable objectives. Makes sure lesson is supported by research and an evidence-base.
<b>Annual Calendar</b> ⌵	<b>0 to 0 points</b> Did not share their Annual calendar for the academic school year.	<b>1 to 4 points</b> Presenters minimally share priorities are for this year. Share where you would post the calendar and how you would share information with the stakeholders in the school.	<b>5 to 8 points</b> Presenters share their priorities are for this year (ASOG, closing-the-gap, M&B action plan), as well as other important events centered around the school counseling program. Share where you	<b>9 to 10 points</b> Presenters thoroughly share their priorities are for this year (ASOG, closing-the-gap, M&B action plan), as well as other important events centered around the school counseling program. Share

Criteria	Levels of Achievement			
	Needs Remediation	Developing	Meets Expectations	Exceeds Expectations
			would post the calendar and how you would share information with the stakeholders in the school.	where you would post the calendar and how you would share information with the stakeholders in the school.
<b>Advisory Council</b> 	<b>0 to 0 points</b> Did not share their advisory council for the academic school year.	<b>1 to 4 points</b> Presenters minimally share priorities for the academic year (ASOG, closing-the-gap, M&B action plan), as well as other important events/projects/programs the school counseling program is focusing on for the year. Unclear who the advisory board members are and why.	<b>5 to 8 points</b> Presenters share their priorities for the academic year (ASOG, closing-the-gap, M&B action plan), as well as other important events/projects/programs the school counseling program is focusing on for the year. Also provide us with a summary of stakeholders that are advisory board members and why.	<b>9 to 10 points</b> Presenters thoroughly share their priorities for the academic year (ASOG, closing-the-gap, M&B action plan), as well as other important events/projects/programs the school counseling program is focusing on for the year. Also provide us with a summary of stakeholders that are advisory board members and why.
<b>Program Assessment</b> 	<b>0 to 0 points</b> Did not share their program assessment for the academic school year.	<b>1 to 3 points</b> Presenters minimally share program assessment. Unclear what the strengths entering the school year, as well as areas of growth to continue to evolve and develop your comprehensive school counseling program.	<b>4 to 4 points</b> Presenters share their program assessment, the strengths entering the school year, as well as areas of growth to continue to evolve and develop your comprehensive school counseling program.	<b>5 to 5 points</b> Presenters thoroughly share their program assessment, the strengths entering the school year, as well as areas of growth to continue to evolve and develop your comprehensive school counseling program.