

Department of Student Development, College of Education
University of Massachusetts, Amherst

EDUC 703 Course Syllabus

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Course Title

EDUC 703—Administration of Guidance and Psychology (Adm Guid&Psy)
University SPIRE Course #: 80912

Course Description

EDUC 703 focuses on the organization and leadership of research-based, comprehensive and developmentally-appropriate school counseling programs that serve the needs of all students. A Construct-Based Approach (CBA) to School Counseling is a structured methodology for developing, delivering and evaluating comprehensive school counseling programs. A CBA is based on four educational constructs that research has demonstrated are strongly related to students' academic achievement and well-being. In particular, a CBA focuses on addressing students' social-emotional learning needs, metacognitive awareness and skills, and behavioral development. The CBA is implementation-focused, providing school counselor practitioners and counselor educators with structured processes, clearly-defined protocols and easy-to-use tools for translating research into effective practice, resulting in increased student achievement and improved learner outcomes.

Course Objectives

As a result of participating in the EDUC 703 online course, students will be able to:

- Describe the purpose of a Construct-Based Approach (CBA) to school counseling, how it works and its benefits.
- Discuss how focusing on motivation, self-direction, self-knowledge and relationships can help improve student outcomes, school counselor program quality and counselor practice.
- Draft a plan for what they would do to develop, deliver and evaluate a CBA in K-12 schools.

Required Texts

The CBA is articulated in three formats: a Website, a Book and a Toolkit on a Flash Drive. The Website will be the primary information source for this course and contains the most recent versions of templates and tools. Access to the Website is free.

The Book and Toolkit on a Flash Drive are available for purchase from the publisher (Corwin) and from Amazon.com. It is highly recommended that these products be purchased as they have information that is not contained on the Website. For the purpose of this course, the Book is a required text. Although the Toolkit's knowledge exercises are valuable, many of the templates have been revised for the Website. Purchase of the Toolkit on a Flash Drive for this course, therefore, is optional. The Course Outline later in this document will identify the required readings on the Website and in the Book for each unit (week).

Access/Ordering Information

- *CBA Website*. www.excellenceinschoolcounseling.com. Squier, 2016. Access to the website is free.

- *Achieving Excellence in School Counseling through Motivation, Self-Direction, Self-Knowledge and Relationships*. Corwin, 2014, ISBN 978-1-4833-0672-8.
- *Construct-Based Approach (CBA) Toolkit on a Flash Drive*. Corwin, 2015. ISBN: 9781483390109.

Note: the Book and Toolkit can be purchased as a bundle: ISBN 9781506311081.

Unit by Unit Course Outline

The University of Massachusetts, Amherst's Continuing and Professional Education division uses Blackboard Learn as its online course delivery platform. The course is divided into 14 units. It is intended to provide students with the conceptual foundation and research-base for a CBA, and opportunities to practice applying the knowledge and using the tools to draft a personal plan for how they would incorporate a construct-based approach into K-12 school counseling programs. It is expected that individual units will be completed at a rate of one per week.

The following pages provide an outline of the 14 units which comprise EDUC 703. Unit objectives, activities to complete both offline (not in Blackboard) and online (while logged into Blackboard) are provided. Each unit begins on a Tuesday with assignments due by the following Monday. Live instructor-facilitated group discussions in Blackboard's Collaborate software are planned for the majority of Tuesdays to provide significant opportunities for dialog. Individual interaction between students and the instructor, and among class members, is strongly encouraged using the Blackboard suite of tools.

This document is only an outline. Detailed unit-specific information (e.g., readings, prompts for Discussion Board forums and reflections, instructions for assignments) can be accessed via the various links in the Course Menu (left side of screen) in Blackboard for the EDUC 703 course.

One week prior to the beginning of classes for each semester, the UMass offers a "Preview Week" during which students can review material from the course on Blackboard. Prior to and during that week, questions may be directed to Dr. Karl Squier at karlsquier@cox.net.

Unit 1: Introductions and CBA Overview

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> - Learn about your instructor and classmates via an Introductory Post to the Discussion Board - Gain a basic understanding of the purpose and functionality of a CBA - Review the CBA Website - Review the Table of Contents for the Book: Achieving Excellence in School Counseling through Motivation, Self-Direction, Self-Knowledge and Relationships 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> - CBA Website Home Page - CBA Overview - Book Table of Contents <p><u>Review Book Chapters</u></p> <ul style="list-style-type: none"> - Chapter 1 (Introduction) 	<p><u>Review</u></p> <ul style="list-style-type: none"> - Course Syllabus (includes course description, course outline, UMass policies and netiquette) - 703-1 Lecture - All posts to the three Unit 1 “Discussion Forums” (DF) <p><u>Public Posts to “Discussion Forums”</u></p> <ul style="list-style-type: none"> - One post in the Unit 1 Discussion Forum (DF) entitled “Welcome to the Class: Introduce Yourself” that provides a brief bio of you - Two posts in the Unit 1 DF entitled “Initial Impressions:” <ul style="list-style-type: none"> + Your initial thoughts regarding the course and a CBA (based on assigned reading for this Unit) + A reply to at least one post by a classmate - Posts in the Unit 1 Forum entitled “Questions” regarding any questions, clarifications, and information requests <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> - No journal entries required in Unit 1 	<p><u>Topics</u></p> <ul style="list-style-type: none"> - None scheduled

Unit 2: Developing a CBA

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> - Describe a CBA’s six primary building blocks - Define critical terminology (language set) used to articulate a CBA - Describe essential processes involved in developing a CBA - Discuss the role of research in a CBA 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> - Develop a CBA Module Overview - Define Student Excellence Overview <p><u>Review Book Chapters</u></p> <ul style="list-style-type: none"> - Chapter 2 (A Simple Language Set) 	<p><u>Review</u></p> <ul style="list-style-type: none"> - 703-2 Lecture - Detailed description of all Unit-specific requirements in the Course Menu - All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> - At least one post to the Discussion Board relating to the assigned readings - Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> - One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> - Participate in the Group Discussion Board sessions - Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> - Discussion on the purpose, functionality and results that can be expected from using a CBA

Unit 3: CBA Research-Based Constructs—Part 1

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> – Describe how focusing on “Motivation” enhances student learning and improves student outcomes – Describe how focusing on “Self-Direction” enhances student learning and improves student outcomes – Articulate specific suggestions on what you would do to help students improve their motivation and self-direction 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> – Motivation Overview – Minimum of one Motivation sub-construct of your choosing – Self-Direction Overview – Minimum of one Self-Direction sub-construct of your choosing <p><u>Review in Book</u></p> <ul style="list-style-type: none"> – Chapter 3 (Research-Based Constructs) 	<p><u>Review</u></p> <ul style="list-style-type: none"> – 703-3 Lecture – Detailed description of all Unit-specific requirements in the Course Menu – All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> – At least one post to the Discussion Board relating to the assigned readings – Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> – One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> – Participate in the Group Discussion Board sessions – Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> – Role of research in designing, delivering and evaluating school counseling programs – Discussion on the importance of motivation and self-direction to students’ academic achievement and well-being

Unit 4: Using Research-Based Constructs—Part 2

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> – Describe how focusing on “Self-Knowledge” enhances student learning and improves student outcomes – Describe how focusing on “Relationships” enhances student learning and improves student outcomes – Articulate specific suggestions on what you would do to help students improve their self-knowledge and relationships 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> – Self-Knowledge Overview – Minimum of one Self-Knowledge sub-construct of your choosing – Relationships Overview – Minimum of one Relationships sub-construct of your choosing <p><u>Review Book Chapters</u></p> <ul style="list-style-type: none"> – Chapter 3 (Research-Based Constructs) 	<p><u>Review</u></p> <ul style="list-style-type: none"> – 703-4 Lecture – Detailed description of all Unit-specific requirements in the Course Menu – All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> – At least one post to the Discussion Board relating to the assigned readings – Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> – One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> – Participate in the Group Discussion Board sessions – Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> – Importance of self-knowledge and relationships to students’ academic achievement and well-being

Unit 5: CBA Student Standards and Competencies

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> - Describe the role of standards and competencies in a CBA - Discuss the role of relevant school counseling contexts in a CBA - Discuss the meaning of the 12 CBA student standards - Discuss how CBA competencies contribute to students achieving student standards - Demonstrate your ability to write meaningful competency statements for CBA curriculum activities 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> - Student Excellence Articulated as Results <p><u>Review in Book</u></p> <ul style="list-style-type: none"> - Chapters 4 (Relevant Contexts for K-12 School Counseling Programs) and 5 (Student Results: Standards and Competencies) 	<p><u>Review</u></p> <ul style="list-style-type: none"> - 703-5 Lecture - Detailed description of all Unit-specific requirements in the Course Menu - All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> - At least one post to the Discussion Board relating to the assigned readings - Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> - One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> - Participate in the Group Discussion Board sessions - Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> - CBA student standards and competencies - Practice on writing meaningful CBA competency statements

Unit 6: CBA Curriculum and Scope and Sequence

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> – Describe the role of a CBA curriculum in school counseling programs – Discuss the importance of developing a CBA curriculum – Discuss how a challenging curriculum helps student become proficient learners – Describe the steps in creating a developmentally-appropriate scope and sequence – Describe the benefits of having a comprehensive scope and sequence aligned with CBA student standards 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> – Develop Learning Opportunities Overview – CBA Brain Dump and Crosswalk Exercise Template and Instructions – CBA Scope and Sequence Template and Instructions – Curriculum Alignment with CBA Student Standards Template and Instructions <p><u>view Chapters in Book</u></p> <ul style="list-style-type: none"> – Chapter 6 (Role of Curriculum in a CBA) 	<p><u>Review</u></p> <ul style="list-style-type: none"> – 703-6 Lecture – Detailed description of all Unit-specific requirements in the Course Menu – All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> – At least one post to the Discussion Board relating to the assigned readings – Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> – One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> – Participate in the Group Discussion Board sessions – Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> – Developing and documenting a CBA curriculum scope and sequence – Practice in completing a CBA scope and sequence template

Unit 7: Documenting CBA Curriculum Activities

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> – Describe the components of a documented CBA curriculum activity and why they are important – Begin developing and documenting an original CBA curriculum activity based on a CBA sub-construct 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> – CBA Curriculum Documentation Template and Instructions – Sample documented CBA curriculum activities <p><u>Review Book Chapters</u></p> <ul style="list-style-type: none"> – Chapter 6 (Role of Curriculum in a CBA) 	<p><u>Review</u></p> <ul style="list-style-type: none"> – 703-7 Lecture – Detailed description of all Unit-specific requirements in the Course Menu – All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> – At least one post to the Discussion Board relating to the assigned readings – Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> – One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> – Participate in the Group Discussion Board sessions – Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> – Defining characteristics of a quality CBA curriculum activity – Critical steps in developing and documenting challenging CBA curriculum activities – Field-by-field review of the CBA curriculum documentation template – Review of the Quality Documentation Assessment Tool – Review of sample documented CBA curriculum activities

Unit 8: Student Assessment

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> - Describe critical student data processes and instruments - Describe why assessing students is critical to student achievement and success - Complete develop and document an original CBA curriculum activity based on a CBA sub-construct - Evaluate the quality of your documented activity 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> - Develop Student Assessments Overview - Develop Curriculum Embedded Assessments Template and Instructions - Quality Documentation Assessment Tool Template and Instructions - High School Student Needs Assessment Template and Instructions - Elementary Parents’ Student Needs Assessment Template and Instructions - Elementary Teacher Protective Factors Index (PFI) Rubric and Report Card Template and Instructions <p><u>Review Book Chapters</u></p> <ul style="list-style-type: none"> - Chapter 7 (Assessing Student Proficiency and Achievement in a CBA) 	<p><u>Review</u></p> <ul style="list-style-type: none"> - 703-8 Lecture - Detailed description of all Unit-specific requirements in the Course Menu - All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> - At least one post to the Discussion Board relating to the assigned readings - Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> - One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> - Participate in the Group Discussion Board sessions - Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> - Assessing student progress, proficiency and achievement in a CBA - Review of student data gathering processes and instruments

Unit 9: Planning for a CBA

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>s Students will:</u></p> <ul style="list-style-type: none"> - Discuss the three major components of “Delivering a CBA” - Describe the complete planning cycle for school counseling programs - Practice using templates to develop key school counseling plans 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> - Deliver a CBA Module Overview - Plan for a CBA Overview - CBA Planning Proficiency Survey Template and Instructions - Gathering and Organizing Planning Data Template and Instructions - Ideas to Result Statements Template and Instructions - Result Statement Details Template and Instructions - Action Step Details Template and Instructions - Counselor-Supervisor Agreement Template and Instructions - Personal Plan for Results Template and Instructions - CBA Strategic Plan Template and Instructions <p><u>Review Book Chapters</u></p> <ul style="list-style-type: none"> - Chapter 8 (CBA Program Implementation: Focus on Planning) 	<p><u>Review</u></p> <ul style="list-style-type: none"> - 703-9 Lecture - Detailed description of all Unit-specific requirements in the Course Menu - All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> - At least one post to the Discussion Board relating to the assigned readings - Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> - One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> - Participate in the Group Discussion Board sessions - Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> - A complete planning cycle for school counseling programs - The value of strategic plans, annual implementation plans, counselor-supervisor agreements and personal plans for results - Practice on developing results statements, action steps and measures for use in planning

Unit 10: Implement a CBA

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> – Describe effective strategies for delivering a school counseling curriculum – Practice using templates to establish and sustain a reliable CBA support infrastructure 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> – Implement a CBA Overview – CBA Teacher Needs Assessment Template and Instructions – CBA Roles and Accountabilities Template and Instructions – CBA Policies and Protocols Template and Instructions – CBA Professional Development Needs Assessment Template and Instructions – CBA Professional Development Impact Analysis Template and Instructions – Defining Informational Needs Template and Instructions <p><u>Review Book Chapters</u></p> <ul style="list-style-type: none"> – Chapter 9 (CBA Program Implementation: Focus on Delivery) 	<p><u>Review</u></p> <ul style="list-style-type: none"> – 703-10 Lecture – Detailed description of all Unit-specific requirements in the Course Menu – All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> – At least one post to the Discussion Board relating to the assigned readings – Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> – One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> – Participate in the Group Discussion Board sessions – Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> – Delivering a CBA curriculum – How to establish and sustain a reliable CBA support infrastructure

Unit 11: Evaluate a CBA

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> – Describe basic steps in program evaluation – Practice using templates to gather critical data required by the evaluation process – Describe the benefits of collecting data on students’ social-emotional and metacognitive development – Describe the benefits of producing an annual school counseling accountability report 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> – Evaluate a CBA Overview – CBA Readiness Survey Template and Instructions – High School Student Program Review Survey Template and Instructions – CBA Meeting Minutes Template and Instructions – CBA Accountability Report Template and Instructions <p><u>Review Book Chapters</u></p> <ul style="list-style-type: none"> – Chapter 10 (CBA Program Implementation: Focus on Evaluation) 	<p><u>Review</u></p> <ul style="list-style-type: none"> – 703-11 Lecture – Detailed description of all Unit-specific requirements in the Course Menu – All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> – At least one post to the Discussion Board relating to the assigned readings – Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> – One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> – Participate in the Group Discussion Board sessions – Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> – Critical processes in evaluating a CBA – Review of CBA evaluation templates

Unit 12: Putting All the Pieces Together

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> - Articulate what you have learned as an integrated whole program rather than a series of unrelated parts - Begin developing and organizing ideas for your final reflection 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> - Sample CBA Strategic Plan <p><u>Review Book Chapters</u></p> <ul style="list-style-type: none"> - Chapter 11 (CBA’s Contribution to School Improvement Initiatives) 	<p><u>Review</u></p> <ul style="list-style-type: none"> - 703-12 Lecture - Detailed description of all Unit-specific requirements in the Course Menu - All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> - At least one post to the Discussion Board relating to the assigned readings - Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> - One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> - Participate in the Group Discussion Board sessions - Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> - How everything studied in this course fits together to form a systematic approach to implementing comprehensive school counseling programs - Discussion about final student reflections and presentations

Unit 13: Final Reflections and a Look to the Future

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> - Complete and submit your final reflection - Begin developing your PowerPoint presentation for the last class 	<p><u>Review Webpages</u></p> <ul style="list-style-type: none"> - No specific readings from the Website are required for Unit 13. However, you may wish to review what you wrote in response to readings from earlier units that can contribute to the quality of your final reflection <p><u>Review Book Chapters</u></p> <ul style="list-style-type: none"> - Chapter 12 (Power and Potential) 	<p><u>Review</u></p> <ul style="list-style-type: none"> - 703-13 Lecture - Detailed description of all Unit-specific requirements in the Course Menu - All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> - At least one post to the Discussion Board relating to the assigned readings - Reply to a post by at least one of your classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> - One private post (Personal Reflection Exercise) to be graded by the instructor <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> - Participate in the Group Discussion Board sessions - Engage the instructor, individual classmates and/or groups in dialog via Blackboard tools 	<p><u>Topics</u></p> <ul style="list-style-type: none"> - No group sessions are scheduled but can be if requested by students - Individual interaction between students and the instructor is highly recommended

Unit 14: Student Presentations

Unit Objectives	Offline Activities	Online Blackboard Activities	Group Discussions (via Collaborate)
<p><u>Students will:</u></p> <ul style="list-style-type: none"> – Make presentations to the class in a live Blackboard Collaborate session about your most meaningful learning experiences during the course, and how it will impact your future learning and work experiences 	<p><u>Review</u></p> <ul style="list-style-type: none"> – No specific readings from the Website or Book are required for Unit 14 – However, you may wish to review what you wrote in response to readings from earlier units that can contribute to the quality of your PowerPoint presentation 	<p><u>Review</u></p> <ul style="list-style-type: none"> – 703-14 Lecture – Detailed description of all Unit-specific requirements in the Course Menu – All Discussion Board posts from classmates and instructor relating to this Unit <p><u>Public Posts to “Discussion Forum”</u></p> <ul style="list-style-type: none"> – At least one post to the Discussion Board regarding any final thoughts to share with classmates <p><u>Private Posts to “Journal”</u></p> <ul style="list-style-type: none"> – A copy of the student presentation is submitted, along with a final private post by students (Personal Reflection Exercise) to be graded by the instructor on how learning about a CBA has impacted their lives and helped prepare them for future success. <p><u>Engage Others in Dialog</u></p> <ul style="list-style-type: none"> – Each student make an end-of-course presentations to the class 	<p><u>Topics</u></p> <ul style="list-style-type: none"> – Final presentations on what they learned and how they envision using it

Course Assignments

This course is intended to help prepare students to understand and take steps to develop and incorporate a CBA into school counseling programs. There are two types of assignments: a) “Review” and b) “Deliverables.”

Review

“Review” assignments consist of required readings located on the Website and in the Book, plus other information sources recommended by the instructor. Readings are unit-specific and students are expected to review the assigned material and complete their assignments by the end-date for each unit. It is expected that students will demonstrate that they have reviewed the assigned readings in their “Deliverables” submissions.

Deliverables

Deliverables are products students are required to submit. There are two types of deliverables: Public (Discussion Board) which everyone in the class can see, and Private (Journal) which only the student and instructor can see. Discussion Board submissions are not graded. Journal entries are graded. Feedback is provided on all deliverables by the instructor.

- **Discussion Board (Public).** Students are required to submit two posts to the Discussion Board in each unit. The first is the students’ response to the assigned readings: what they found to be most meaningful, and in what ways the information and tools can help them in their studies and career and decisions. The second is submitting at least one reply to a classmate’s post. The “Discussions” section in each unit will contain prompts to assist in developing their responses. There is no limit to the number of words per post, although a maximum of 500 words is a reasonable target. Dialog among classmates using the Discussion Board is encouraged.
- **Personal Reflections (Private).** A personal reflection is required in Units 2-14. The reflections are developed in response to prompts provided by the instructor and are intended to demonstrate the students’ ability to provide a well-articulated and cogent response to the unit topic, plus show evidence of reflective thinking and ability to draw insightful conclusions. There is no limit to the number of words, although 500-750 words are a reasonable target.
- **Completed Templates (Private).** CBA templates are discussed in Units 6-11 with exercises to give students hands-on experience in working with the templates. Students are required to submit templates they have been assigned to complete as a learning exercise.
- **Final Reflection (Private).** Students are required to submit a Final Reflection in Unit 13 that demonstrates their ability to apply what they have learned in response to a scenario provided by the instructor. This is an expanded reflection to what has been required in earlier units and is weighted to contribute more to the students’ final grades. There is no limit to the number of words, although a minimum of 1000 words is a reasonable target.
- **Student Presentation (Public).** Each student will present a PowerPoint presentation during the final live Blackboard Collaborate session. A generic template will be provided by the

instructor. There is no limit to the number of slides per presentation, although 7-10 slides are a reasonable target. Although the presentation is public, it will be graded.

Writing Style, Grammar and Spelling

Students are encouraged to use a writing style with which they are comfortable. However, rules of correct grammar usage and correct spelling are important. Review the rubric to see the number of grammatical and spelling errors that will be allowed before they begin affecting the grade.

Copyrighted Material and Proper Citations

It is expected that all copyrighted material will be properly cited (e.g., APA Style Manual). Please note the University's Academic Honesty Policy. Your Personal Reflections will be run through "SafeGuard," software that checks for plagiarism and helps with proper citations. The results of this program will be made available to students individually.

Late Work

It is important to keep up with weekly readings and assignments. Falling too far behind makes it difficult to catch up and benefit from dialog with classmates. If work is going to be submitted after the due date, please notify the instructor with a date by which the work will be submitted.

Quizzes and Tests

There are no quizzes and tests in this course. All requirements are writing assignments plus one presentation at the end of the course.

Grading Policies and Rubric

Blackboard uses a numeric point system to assign grades to work submitted by students. Numeric scores will be assigned throughout the course for all Journal entries. Final grades that appear on student transcripts are letter grades which are converted from the total numeric score for the semester. Possible letter grades are A, A-, B+, B, B-, C+, C and F). Incompletes may be assigned at the request of the student, with the permission of the instructor and in accordance with University policies.

Students will receive an initial numeric score when their work is first submitted. Written feedback will be provided by the instructor. Based on the feedback, students have the option of revising and resubmitting their work in an effort to improve their scores.

The numeric scores which can be assigned to Journal entries are the same for all units, with the exception of Unit 13 (Final Reflection and a Look to the Future) which is weighted because of its importance in demonstrating students' learning and ability to apply their learning in authentic contexts.

A rubric, provided below, will help students understand the general evaluation criteria used to distinguish between an A, B, C and F. Plusses (+) and minuses (-) are determined in part by the timely submission of work, revisions to submitted work based on feedback, level of participation in group events and dialogic interaction with classmates and the instructor.

Grade	Performance
A	<ul style="list-style-type: none"> - References and discusses at least three (3) critical concepts/issues from required readings. - Discussion reflects working knowledge of required readings. - Reflections on concepts/issues are clearly articulated and cogent. - Demonstrates an ability to effectively apply learned information to school counseling programs and counselor practice, or to their career choice. - Demonstrates ability to complete templates with substantive and useful information. - Participates in the course as a member of a community of dialog, reflection and collaboration. - Consistently uses constructive feedback to revise/improve major deficiencies in assignments. - Ensures that documents are free of grammatical and spelling errors.
B	<ul style="list-style-type: none"> - References and discusses two (2) critical concepts/issues from required readings. - Discussion reflects working knowledge of required readings. - Reflections on concepts/issues are sometimes unclear. - Demonstrates an ability to effectively apply learned information in most instances to school counseling programs and counselor practice, or to their career choice. - Demonstrates ability to complete templates but sometime lacks substantive and useful information. - Often times participates in the course as a member of a community of dialog, reflection and collaboration. - Only uses constructive feedback to revise/improve major deficiencies in assignments in some instances. - Allows up to three grammatical and/or spelling errors in the completed assignments.
C	<ul style="list-style-type: none"> - References and discusses only one (1) critical concept/issue from required readings. - Discussion infrequently reflects working knowledge of required readings. - Reflections on concepts/issues lack evidence of critical thinking and thoughtful consideration. - Demonstrates an inability to effectively apply learned information to school counseling programs and counselor practice, or to their career choice. - Repeatedly fails to demonstrate ability to complete templates with substantive and useful information. - Does not engage the instructor and others enrolled in the course in dialog. - Seldom uses constructive feedback to revise/improve major deficiencies in their assignments. - Assignments contain multiple (four or more) grammatical and spelling errors.
F	<ul style="list-style-type: none"> - Assignments are incomplete or not attempted.

Attendance/Participation Policy

Students are expected to participate on a weekly basis. This will be verified by submitted deliverables, interaction with classmates and the instructor, and group discussion events.

Netiquette

A Community of Dialog, Reflection and Collaboration

EDUC 703 focuses on preparing students to design, deliver and evaluate a Construct-Based Approach (CBA) to implementing comprehensive school counseling programs. Although the focus is on school counseling, the educational constructs (motivation, self-direction, self-knowledge, relationships) which form the foundation of this approach are also relevant and applicable to all learning environments. It is expected that using this model will result in improved learner outcomes, program quality and professional practice.

A primary premise of the CBA is that these results are best achieved by a community of dialog, reflection and collaboration. Such a community is characterized by people engaged in meaningful discussions based on their personal and collective reflections about what needs to be improved and how to improve it. Positive change occurs through people establishing common goals that can be achieved through shared experience.

This premise also holds true for this course. The potential for learning and building one's capacity for taking action and achieving results is maximized by both students and the instructor being engaged in dialog and discussing ways in which all members of the school community (counselors, teachers, parents, students, school leaders, community representatives) can become involved in helping students develop and learn, and be successful in school and life.

Characteristics of Our Online Community

The following are some key defining characteristics of our online learning community. It is expected that all students will embody these characteristics so that we all can maximize our potential for learning and using what we learn in this class to make a difference in our lives and the lives of others.

- **Safe.** Learning environments should be safe environments for students to explore ideas and how the ideas are interpreted in different ways. Students cannot maximize their learning experiences when they are afraid to speak or discuss the ideas they are attempting to understand.
- **Respectful and Responsible.** Everyone has beliefs and opinions, some of which we may agree with and others which we do not. It is important to try to understand the ideas and opinions of others when we do not agree with them, and seek to articulate reasoned responses as to the potential consequences of such opinions on individuals, groups who are different than we are, and the common good. Differences in beliefs, values and opinions should be an opportunity for dialog rather than outright rejection. It is our responsibility to respect others in the learning process through sensitivity to the cultural and linguistic traditions which helped form those beliefs, and to engage others in seeking common ground that leads to collaboration and community-building.
- **Interdependent.** Communities of learning thrive when individuals resist the temptation to learn only by themselves and not interact with others. Interaction with others opens doors, providing exposure to rich and varied information and resources that would otherwise not be

accessible. Research has demonstrated that “help seeking” is strongly related to improved learning outcomes for students.

Role of Instructor

I envision my role as instructor primarily as a facilitator and guide who is a catalyst for critical thinking, dialog and planning for future success. Sharing ideas I have developed over many years is an important part of my role. The readings and multimedia resources are organized to give you access to the ideas I feel are most important to know and apply in your work and lives.

Acquiring knowledge through reading or watching videos, however, can be done by individuals alone without the benefit of interaction with others. Equally important is my commitment to engaging students in dialog, and in a process of exploration and discovery. As is evident in the Course Outline, I am providing Live Group Discussion (via Blackboard’s Collaborate program) opportunities most weeks to give us all an opportunity to dialog in real-time about the topics in each unit. Additionally, I encourage one-on-one video conferencing between individual students and me (using Collaborate or Skype). Asking questions throughout the course is an important part of the learning process, and I encourage you to feel free to ask questions at any time.

Role of Students

I expect students to be actively engaged. The CBA was designed as a change model. Its purpose is to effect positive changes in the way students learn, educational programs are designed, and educator practice is improved. To accomplish this requires more than a cursory review of the subject matter. It requires a desire to incorporate ideas which resonate with you into your world view into your plans for the future. I want you to take dialog seriously and use this course as an opportunity to learn from both me and your peers, and to contribute to our learning as well.

Accommodation Policy

The University of Massachusetts, Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services, you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements.

Academic Honesty Policy

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst.

Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as

possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair.

Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent.

Follow the link below for detailed information on the Academic Honesty Policy
http://www.umass.edu/dean_students/codeofconduct/acadhonesty/

Communication with Instructor

My schedule is flexible and changes frequently. Communicating with me is encouraged. There are no set virtual office hours for this course, however, feel free to contact me at any time by one of the following methods. You are encouraged at the beginning of the course to let me know which communication method(s) you plan on using during the course.

- Using the Blackboard Messaging function for this course
- Sending a message to my University email: karlsquier@umass.edu
- Sending a message to my personal email: karlsquier@cox.net
- Calling me at home/office (day or evening): 401-726-8954
- Scheduling a Collaborate or Skype call

Once the course is up and running, I hope to be able to schedule at least one individual Collaborate or Skype call per month with my students to discuss ideas and personal issues related to the course. This helps ensure a more personalized learning experience and increases the potential for significant learning outcomes.