

Minnesota State University Moorhead

COUN 654: K-12 School Counseling: Classroom & Program Management

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course provides students with an in-depth examination of classroom and program management of comprehensive school counseling programs to serve as a tool to provide optimum counseling services to the students, school and community. This course provides understanding of utilizing assessment data and interpreting this information for school counseling program goals. This course also provides instruction in classroom guidance and learning characteristics to create a positive and engaging counseling and learning environment. This course fulfills CACREP accreditation standards as well as Minnesota and North Dakota School Counselor licensure requirements.

B. COURSE EFFECTIVE DATES: 11/19/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Introduction to course, classroom guidance and program management/evaluation
2. Development of educational policies, program and practices, multiculturalism in school counseling practice
3. Developmental and contextual considerations of classroom guidance
4. Evidence based school counseling practice
5. Measuring student learning and behavior change
6. Action research and collaborative partnerships in the school and community
7. Data based decision making in School Counseling Programs
8. Planning, execution and evaluation of classroom guidance for school counselors
9. School counselor as active collaborator
10. Future trends in School Counseling Program Management

D. LEARNING OUTCOMES (General)

1. 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. (CACREP, School Counseling.A.7.)
2. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CACREP, School Counseling.E.3.)
3. Understands how to critically evaluate research relevant to the practice of school counseling. (CACREP, School Counseling.I.1.)
4. Knows models of program evaluation for school counseling programs. (CACREP, School Counseling.I.2.)
5. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). (CACREP, School Counseling.I.3.)
6. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card). (CACREP, School Counseling.I.4)
7. Understands the outcome research data and best practices identified in the school counseling research literature. (CACREP, School Counseling.I.5.)
8. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. (CACREP, School Counseling.O.3.)
9. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. (CACREP, School Counseling.O.5.)
10. Understands relation of School Counseling program to school. (CACREP, School Counseling, K.1)
11. Close achievement gap and promote student success (CACREP, School Counseling K.2)
12. Curriculum design, lesson plan development and classroom management (CACREP, K.3)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted