



EPSY 5304
School Counseling Program Development and Evaluation
Counselor Education
Spring 2025

Course and Instructor Information

Course Title: School Counseling Program Development and Evaluation
Credits: 3 Credits
Mode/Format: Tuesday, 4-6:30pm
Professor/Instructor/Facilitator: Dr. Sara Renzulli, Ph.D., LPC, NCC
Email: sara.renzulli@uconn.edu
Office Hours/Availability: By appointment

Course Materials

Required Materials:

- The Use of Data in School Counseling: Hatching Results (and So Much More) for Students, Programs, and the Profession Second Edition
 - [Amazon link \(kindle version available\)](#)
- The School Counselor's Guide to Multi-Tiered Systems of Support Edited by: Emily Goodman-Scott, Jennifer Betters-Bubon, Peg Donohue and Jacob Olsen – 2nd ed.
 - [Routledge link](#) (ebook option)
 - [Amazon Link](#)

Course Description

Basic philosophical and professional premises of the counseling profession. History of counseling profession, counselor's roles and functions, role of research/theory in counseling, and professional ethics. Individual group, and preventive counseling approaches.

Course Objectives

Course Objectives	2024 STANDARD	EVALUATION
Describe and define components of the Connecticut School Counseling Framework.	5.H.1 5.H.3 5.H.4	Evaluation Part I, Mission Vision Beliefs / Evaluation Part II, Mission, Vision, Beliefs Presentation / Evaluation Part III, MTSS Analysis / Evaluation Part IV, Needs Assessment, Evaluation Part V, Equity Evidence Based Evaluation Report
Recognize the ways in which a school counseling program will be applied in p-12 school districts.	5.H.1 5.H.3 5.H.6 5.H.8	Evaluation Part I, Mission Vision Beliefs / Evaluation Part II, Mission, Vision, Beliefs Presentation / Evaluation Part III, MTSS Analysis / Evaluation Part IV, Needs Assessment, Evaluation Part V, Equity Evidence Based Evaluation Report
Describe the different forms of evaluation and assessment that can occur within a school counseling program.	5.H.3 5.H.5	Evaluation Part I, Mission Vision Beliefs / Evaluation Part II, Mission, Vision, Beliefs Presentation / Evaluation Part III, MTSS Analysis / Evaluation Part IV, Needs Assessment, Evaluation Part V, Equity Evidence Based Evaluation Report
Demonstrate an understanding of how to apply relevant research findings to inform the practice of school counseling.	5.H.1 5.H.13 5.H.19	Evaluation Part I, Mission Vision Beliefs / Evaluation Part II, Mission, Vision, Beliefs Presentation / Evaluation Part III, MTSS Analysis / Evaluation Part IV, Needs Assessment, Evaluation Part V, Equity Evidence Based Evaluation Report
Demonstrate an understanding of how student development, well-being, and learning are enhanced by family-school-community collaboration	5.H.1 5.H.10 5.H.13	Evaluation Part I, Mission Vision Beliefs / Evaluation Part II, Mission, Vision, Beliefs Presentation / Evaluation Part III, MTSS Analysis / Evaluation Part IV, Needs Assessment, Evaluation Part V, Equity Evidence Based Evaluation Report
Recognize the ways in which school counselors deliver and assess services within the MTSS (multi-tiered systems of support) system, and understand what services occur at each tier.	5.H.1 5.H.8 5.H.13 5.H.16 5.H.17 5.H.19	Evaluation Part I, Mission Vision Beliefs / Evaluation Part II, Mission, Vision, Beliefs Presentation / Evaluation Part III, MTSS Analysis / Evaluation Part IV, Needs Assessment, Evaluation Part V, Equity Evidence Based Evaluation Report
Describe the academic and social and emotional interventions that counselors	5.H.1 5.H.8 5.H.13	Mission/Vision/Beliefs assignment, Article Review, Program Assessment,

can implement to reduce educational inequity within the MTSS system.	5.H.16 5.H.17 5.H.19	Advocacy Project, Classroom Guidance Unit
Recognize the different roles within p-12 school systems, and understand how the school counselor collaborates with each person.	5.H.1 5.H.8 5.H.13 5.H.16 5.H.17 5.H.19	Mission/Vision/Beliefs assignment, Article Review, Program Assessment, Advocacy Project, Classroom Guidance Unit

CACREP Standards Covered in Course

CACREP Standards	2024 Standards
models of school counseling programs	5.H.1
models of school-based collaboration and consultation	5.H.3
Development of school counseling program mission statements and objectives	5.H.4
Design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	5.H.5
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5.H.6
Qualities and styles of effective leadership in schools	5.H.7
Advocacy for comprehensive school counseling programs and associated school counselor roles	5.H.8
School counselor consultation with families, PK-12 and postsecondary school personnel, community agencies and other referral sources	5.H.10
Strategies for implementing and coordinating school-based interventions	5.H.13
Approaches to increase promotion and graduation rates	5.H.16
Interventions to promote postsecondary and career readiness	5.H.17
Strategies to promote equity in student achievement and access to postsecondary education opportunities	5.H.19

Grade Calculation

The grade in this class consists of 5 assignments:

Assignment	Points
Evaluation of Internship site Part I: Mission, Vision, Beliefs	100

Part II: Presentation of Mission, Vision, Beliefs	50
Part III: MTSS Analysis	50
Part IV: Needs Assessment	100
Part V: Equity Presentation	100
Part VI: Equity Report	100
Total Points	500

Points to Grade

Points	Corresponding Grade
500-485	A
484-469	A-
468-453	B+
452-437	B
436-421	B-
420-405	C+
404-389	C
388-373	C-
372-357	D+
356-341	D
340-325	D-
Below 324	F

Assignments

Weekly Readings

Each week students in EPSY 5304 have assigned readings to complete. It is expected that the readings will be completed by the date they are assigned on the syllabus. In other words, if the readings are listed under January 21st they are due on that date. It is the expectation of the Counselor Education Program, and the Graduate School at UConn that students participating in a graduate degree will engage with the specifically selected readings in a timely and scholarly manner.

Evaluation of Internship Site - Parts I-V

Part I: Mission, Vision, Beliefs

- **Due: Tuesday, February 2/11/25 by 11:59pm**
- **Submission Information:** Part I of the assignment will be turned in on HuskyCT. Students are expected to present their findings / conclusions in class on February 11th.
- **Points:** 100 points toward final grade
- **Description of assignment:**
 - For this assignment you will compare and contrast your internship sites Mission / Vision and Beliefs statement (MVB) with the guidance from the [state department's comprehensive SC Framework](#). Please note, if your school district / counseling department does not have a MVB, you can either use those statements from another district in CT, or write one for your district.

First, you will copy and paste the MVB statements from your internship site into a document. Second, you will answer the following questions, please note, you can format this as 'question and answer.' You do not need to have a formal paper format, as always the text should be edited prior to submission. Each answer should be a minimum of 250 words, more importantly, you need to ensure you have fully answered the question.

- Question 1: Are the Mission, Values and Beliefs statements from your internship site aligned with the Comprehensive Framework? If they are, what parts are aligned? If they are not, what parts need to be revised.
- Question 2: Do the Mission, Values and Beliefs statements from your internship site address equity? If so, how? If not, how would you suggest they incorporate this in the future?
- Question 3: What is (at least) one thing you would like to add to the Mission, Values and Beliefs statements from your internship site, and why? In other words, why do you feel it is missing from the current version?
- Question 4: Do the Mission, Values and Beliefs statements from your internship site (from the counseling department) align with the school and/or district goals? If they are, what parts are aligned? If they are not, what parts need to be revised. In your opinion, why is alignment important?

- Please be prepared to discuss each of these questions in class on February 11th.
- Late Policy: If the assignment is not turned in on 2/11/25, 10 points will be deducted for each day the assignment is late, unless a prior arrangement has been made with Dr. Renzulli.

Please see the rubric below which will guide how Part I - Mission, Vision and Beliefs assignment will be graded:

Category	Excellent 100%	Satisfactor y 75%	Unsatisfact ory 50%	Poor 25%
<p>Question 1: Are the Mission, Values and Beliefs statements from your internship site aligned with the Comprehensive Framework? If they are, what parts are aligned? If they are not, what parts need to be revised.</p> <p>(25% of grade)</p>	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25
<p>Question 2: Do the Mission, Values and Beliefs statements from your internship site address equity? If so, how? If not, how would you suggest they incorporate this in the future?</p> <p>(25% of grade)</p>	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25

<p>Question 3: What is (at least) one thing you would like to add to the Mission, Values and Beliefs statements from your internship site, and why? In other words, why do you feel it is missing from the current version? (25% of grade)</p>	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25
<p>Question 4: Do the Mission, Values and Beliefs statements from your internship site (from the counseling department) align with the school and/or district goals? If they are, what parts are aligned? If they are not, what parts need to be revised. In your opinion, why is alignment important? (25% of grade)</p>	Points: 25	Points: 18.75	Points: 12.5	Points: 6.25
<p>Total points</p>	100	75	50	25

This assignment aligns with CACREP standards: 5.H.1, 5.H.3, 5.H.4

Part II: Presentation of Mission, Vision & Belief Assignment

- € **Due: Tuesday, February 2/11/25 by 6:30pm (in class)**
- € **Submission Information:** The presentation will occur in class on February 11th. PPT sides used in the presentation need to be uploaded to Husky CT by February 11th at 11:59pm.
- € **Points:** 50 points toward final grade
- € **Description of assignment:** For the presentation of the Mission, Vision and Beliefs you will present for 20 minutes on the analysis you completed of your internship sites Mission, Vision and Beliefs.

- For the first part of the presentation, present the M/V/B from your internship site as they currently are.
- Next, discuss how the M/V/B are in alignment or not with ASCA recommendations, and CCSCF recommendations.
- Then discuss, what changes you feel would be appropriate to make to the M/V/B statements and why.
- Discuss if you feel that the M/V/B statements address anti-racist / social justice aspects of counseling. If so, how? If not, what suggestions would you offer?
- In your opinion, does the school counseling M/V/B statements align with district missions and goals?
- Conclude with a list of recommendations you would submit to the district for improvements or updates on their M/V/B statements.
- Late Policy: If students are not prepared to present on 2/11/25, they will not receive credit for the presentation unless other arraignments have been made in advance.

Please see the rubric below which will guide how Part II – Prestation of Mission, Vision and Beliefs will be graded:

Category	Excellent 100%	Satisfactory 75%	Unsatisfactory 50%	Poor 25%
Professional Presentation Style: Presentation is clear, organized, and presenter is able to articulate their thought process as they analyzed different aspects of the M/V/B from their internship sites.	Points: 10	Points: 7.5	Points: 5	Points: 2.5
Clear explanation and use of ASCA / CCSCF: Presenter clearly showed how they applied and analyzed the M/V/B statements from the	Points: 10	Points: 7.5	Points: 5	Points: 2.5

school to the recommendations from ASCA and CCSCF.				
Discussion of incorporation of anti-racist / social justice practices: Presenter discusses their findings after analyzing the M/V/B statements from a anti-racist and social justice perspective.	Points: 10	Points: 7.5	Points: 5	Points: 2.5
Alignment with school or district goals: Presenter discusses if the current M/V/B align with other school or district statements, and why this alignment is necessary or not.	Points: 10	Points: 7.5	Points: 5	Points: 2.5
Thoughtful suggestions / changes: The changes that the presenter suggested the district make to their M/V/B statements are thoughtful and show an understanding of the importance of building a foundation for a comprehensive SC program.	Points: 10	Points: 7.5	Points: 5	Points: 2.5
Total points	50	37.5	25	12.5

This assignment aligns with CACREP standards: 5.H.1, 5.H.3, 5.H.4

Part III: MTSS Analysis

- € **Due: Tuesday, February 3/11/25 by 11:59pm**
- € **Submission Information:** The paper needs to be uploaded to HuskyCT by March 11th at 11:59pm. The assignment can be found in the assignment section of HuskyCT.
- € **Points:** 50 points toward final grade
- € **Description of assignment:** For two class periods we have devoted time to mapping out the different school counseling interventions which occur at your sites. For this assignment I would like you to write a short paper not longer than 3-4 pages in length, in which you describe the Tier I, II and III interventions carried out by the school counselors at your site (please note, if some interventions are carried out by other support staff but involve the counselors please include those as well). I ask that you explain each level of intervention, and discuss why it fits into that particular MTSS tier (be sure to specify if the intervention is addressing, academics, college and career readiness or S/E development). Next, discuss how (if at all) the intervention is assessed and monitored. I would then like you to analyze the intervention structure taking place at your site. (Consider a 30,000 foot view). Based on what you have mapped out are all students getting served? Is too much time spent in one tier? Explain your thoughts. Conclude the paper with suggestions you would offer on the current school counseling program services delivered at each MTSS level.
- **Late Policy:** Papers turned in late will lose 10 points per day unless a prior arrangement has been made with Dr. Renzulli.

Please see the rubric below which will guide how Part III – MTSS Analysis, will be graded:

Category	Excellent 100%	Satisfactory 75%	Unsatisfactory 50%	Poor 25%
Explanation of Tier I Interventions. Student clearly describes the Tier I school	Points: 10	Points: 7.5	Points: 5	Points: 2.5

counseling interventions at their internship site.				
Explanation of Tier 2 Interventions. Student clearly describes the Tier 2 school counseling interventions at their internship site.	Points: 10	Points: 7.5	Points: 5	Points: 2.5
Explanation of Tier 3 Interventions. Student clearly describes the Tier 3 school counseling interventions at their internship site.	Points: 10	Points: 7.5	Points: 5	Points: 2.5
Discussion / Explanation of MTSS evaluation. Student provides explanation on how each intervention is evaluated at their internship site.	Points: 10	Points: 7.5	Points: 5	Points: 2.5
Suggestions for change / improvement. Student provides thoughtful suggestions for changing or altering current interventions based on careful analysis.	Points: 10	Points: 7.5	Points: 5	Points: 2.5
Total points	50	37.5	25	12.5

This assignment aligns with CACREP standards: 5.H.1, 5.H.13, 5.H.8, 5.H.5

Part IV: Pre/Post Tests

- € **Due: Tuesday, April 4/15/25 by 11:59pm**
- € **Submission Information:** The paper needs to be uploaded to HuskyCT by April 15 at 11:59pm. The assignment can be found in the assignment section of HuskyCT.
- € **Points:** 100 points toward final grade
 - **Description of assignment:** In class on April 8th you were working in small groups to create a pre/posttest based on the advice and guidance from Hatch, Chapter 7. This assignment should be two pages double spaced.
 - First, in one paragraph or less describe the content that was delivered, which the pre and posttest are assessing.
 - Second, list out the pre and post-test (please note, they need to be at least three questions, but can be up to 7 questions in length).
 - Third, please respond to the questions below about the pre / post-test:
 - Question 1: Please explain the student population who this assessment will be administered to.
 - Question 2: What question / response structure did you chose to use and why?
 - Question 3: Describe how the questions you created are valid?
 - Third, complete an ASK analysis of your pre-test / post test and determine if the information you are seeking will tell you what you need to know to make meaningful changes going forward in this content lesson.
- € **Late Policy:** Papers turned in late will lose 10 points per day unless a prior arrangement has been made with Dr. Renzulli.

Please see the rubric below which will guide how Part IV – Needs Assessment, will be graded:

Category	Excellent 100%	Satisfactory 75%	Unsatisfactory 50%	Poor 25%
Pre/Post Test Assessment: Questions are sequential, well thought out, clearly written. Question response method is	Points: 25	Points: 7.5	Points: 5	Points: 2.5

developmentally appropriate, and aligns for the questions in the assessment.				
Explanation of population administered assessment: Clearly articulated explanation of why the specified population was administered the needs assessment (i.e. what data led you to this population).	Points: 25	Points: 7.5	Points: 5	Points: 2.5
Explanation of Validity	Points: 25	Points: 7.5	Points: 5	Points: 2.5
ASK Analysis	Points: 25	Points: 7.5	Points: 5	Points: 2.5
Total points	100	37.5	25	12.5

This assignment aligns with CACREP standards: 5.H.1, 5.H.13, 5.H.8, 5.H.5

Part V: Equity Evaluation Presentation:

- € **Due: Tuesday, April 4/29/25**
- € **Submission Information:** Presented in class on 4/29/25
- € **Points:** 100 points toward final grade
- € **Description of assignment:** For part V and VI we are ‘waving our magic wand’ and assuming you are the new director of counseling at your internship site. In

part V, you will be giving a planning report to the board of education and administrators (part VI, is a write-up of part V). For the presentation, each student will have 20-25 minutes to go through the school counseling program that they have built and explain the choices they made, with particular focus on tier 1 intentions, and how the program will show its effectiveness to the rest of the school community.

- Part 1: Mission/ Vision / Beliefs:
 - Discuss what are the M/V/B of your school counseling program and why?
 - How are the M/V/B going to serve as the foundation for your counseling program?
 - How do your M/V/B communicate the counseling department's commitment to social justice, educational equity and a commitment to diversity?
- Part 2: Discussion of current 'needs' of the district
 - Based on your review of Ed Sight Data, what needs have you identified in your district? Show the data and explain.
 - Discuss if you plan to do any universal screening to further understand this need, why or why not?
- Part 3: MTSS Interventions:
 - For part III of this assignment, you created an MTSS Map. For the presentation, discuss what interventions will be offered at the tier 1, 2 and 3 levels, and how each is assessed. Feel free to use the Hatching Results planning tool to guide this process (available on HuskyCT).
 - I understand this presentation cannot cover every single intervention that a counseling program may be involved with, please focus on the interventions most closely related to the data presented in part 2.
 - The content to be addressed in Part 3 is how a student is referred for services, what type of data will be looked at, and how they are monitored.
- Part 4: Example of curriculum / pre-posttest:
 - Discuss some of the curriculum that will be delivered at the tier 1 level, show how school counselors assess their lessons.
- Part 5: Evaluation of the Program
 - In the final part of the presentation, tell the board members and administration how you will use data to show overall program effectiveness.

- It is suggested that you go back to the ASK data and consider what large school outcomes (achievement / achievement related data) will you tie in to show effectiveness.
- What data can the board and administration expect to see each year from the counseling program?

€ Late Policy: If students fail to present in class, they will not receive credit.

Please see the rubric below which will guide how Part V – Equity Evaluation Presentation:

Category	Excellent 100%	Satisfactory 75%	Unsatisfactory 50%	Poor 25%
Part 1: Part 1: Mission/ Vision / Beliefs: Explanation of Mission / Vision and Beliefs and how they are the foundation of the SC program.	Points: 20	Points: 15	Points: 10	Points:5
Part 2: Discuss the needs identified in the district.	Points: 20	Points: 15	Points: 10	Points:5
Part 3: MTSS Interventions: MTSS interventions explained, and evaluative measures discussed	Points: 20	Points: 15	Points: 10	Points:5
Part 4: Example of curriculum. Discuss the pre/post test and how this will be utilized.	Points: 20	Points: 15	Points: 10	Points:5

Section V: Evaluation plan for the program presented.	Points: 20	Points: 15	Points: 10	Points:5
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This assignment aligns with CACREP standards: 5.H.1, 5.H.8, 5.H.5, 5.H.19

Part VI: Equity Evaluation Report:

- € **Due: Wednesday, April 29, 2025 by 11:59pm**
- € **Submission Information:** submit by 4/29/25 by 11:59pm on HuskyCT
- € **Points:** 100 points toward final grade
- € **Description of assignment:** For part V and VI we are ‘waving our magic wand’ and assuming you are the new director of counseling at your internship site. In part VI, you will be writing up the different sections of the presentation you gave to the ‘board of education.’ The paper should not exceed 12 pages double spaced, and can include images, or graphics. Please have a section for each of the content areas below.
 - Part 1: Mission/ Vision / Beliefs:
 - Write out what the M/V/B are for your counseling department and then describe how these will be the foundation on which your school counseling program develops.
 - Part 2: Discussion of current ‘needs’ of the district
 - Based on your review of Ed Sight Data, what needs have you identified in your district? Explain your interpretation of the data.
 - Discuss if you plan to do any universal screening to further understand this need, why or why not?
 - Part 3: MTSS Interventions:
 - For part III of this assignment, you created an MTSS Map. Explain one or two interventions that will be offered at the tier 1, 2 and 3 levels, and how each is assessed. Discuss how students will be referred for higher levels of support, and how they will be monitored.
 - Part 4: Example of curriculum / pre-posttest:
 - Discuss some of the curriculum that will be delivered at the tier 1 level, show how school counselors assess their lessons.

- Part 5: Evaluation of the Program
 - In the final part of report, discuss how you will use data to show overall program effectiveness.
 - It is suggested that you go back to the ASK data and consider what large school outcomes (achievement / achievement related data) will you tie in to show effectiveness.
 - What data can the board and administration expect to see each year from the counseling program?
- € Late Policy: Papers turned in late will lose 10 points per day unless a prior arrangement has been made with Dr. Renzulli.

Please see the rubric below which will guide how Part V – Equity Evaluation Presentation:

Category	Excellent 100%	Satisfactory 75%	Unsatisfactory 50%	Poor 25%
Part 1: Part 1: Mission/ Vision / Beliefs: Explanation of Mission / Vision and Beliefs and how they are the foundation of the SC program.	Points: 20	Points: 15	Points: 10	Points:5
Part 2: Discuss the needs identified in the district.	Points: 20	Points: 15	Points: 10	Points:5
Part 3: MTSS Interventions: MTSS interventions explained, and evaluative measures discussed	Points: 20	Points: 15	Points: 10	Points:5

<p>Part 4: Example of curriculum. Discuss the pre/post test and how this will be utilized.</p>	Points: 20	Points: 15	Points: 10	Points:5
<p>Part 5: Evaluation plan for the program presented.</p>	Points: 20	Points: 15	Points: 10	Points:5

This assignment aligns with CACREP standards: 5.H.1, 5.H.8, 5.H.5, 5.H.19

Course Policies

Course Policy on use of AI tools / apps

Certain assignments in this course will permit or even encourage the use of generative artificial intelligence (GAI) tools such as ChatGPT. The default is that such use is *disallowed* unless otherwise stated. Any such use must be appropriately acknowledged and cited. It is each student’s responsibility to assess the validity and applicability of any GAI output that is submitted; **you bear the final responsibility**. Violations of this policy will be considered academic misconduct. We draw your attention to the fact that different classes at UConn could implement different AI policies, and it is the student’s responsibility to conform to expectations for each course.

Due Dates and Late Policy

All course due dates are identified on the course schedule, the syllabus and on HuskyCT. There is a specific late points policy for each assignment which can be found under the assignment information below.

Communication with Professor

If you need to contact Dr. Renzulli, please use email - sara.renzulli@uconn.edu. I will respond to questions and email within 48-72 hours during weekdays.

Feedback and Grades

I will make every effort to provide feedback and grades in 72 hours after the due date. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Policies Regarding Written Work

- All assignments should be submitted in [APA 7 format](#) (Times New Roman Font, 12 pt.).
- When referencing or referring to a group, a specific race, ethnicity or cultural context please capitalize the population you are discussing. For example, if talking about the Black community - Black should be capitalized. John Danizewski, the Associated Press's vice president of standards wrote in a blog "the lowercase black is a color, not a person" (<https://blog.ap.org/announcements/the-decision-to-capitalize-black>). Students are not required to capitalize brown or white, but they may capitalize if they wish to do so. I refer to the New York Times article for my rationale on this point: "Brown as generally been used to describe a wide range of cultures, Mr. Baquet and Mr. Corbett said in their memo to staff. As a result, its meaning can be unclear to readers; white doesn't represent a shared culture and history in the way Black does, and also has long been capitalized by hate groups." (<https://www.nytimes.com/2020/07/05/insider/capitalized-black.html>). No points will be deducted for any grammatical mistakes related to capitalizations, however this is a practice that I believe we should all promote. Most importantly, I want you in this course to write and practice what you are comfortable with and what you feel reflects your cultural and societal values.

University Policies

Weekly Time Commitment

You should expect to dedicate at least 25.2 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the [University of Connecticut's policy regarding credit hours](#). (More information related to hours per week per credit can be accessed at the [Online Student website](#)).

Academic Misconduct

In the event that cheating, plagiarism, or other scholarly misconduct is found on any graded component of the class, consequences will range from a zero given as the grade, up to failing the class, depending on the severity of the offense. Please note that in cases of plagiarism amongst students (where one student shares their work with another), BOTH students are equally responsible for the plagiarism and BOTH students will face a penalty. In addition to consequences to the student's grade, the academic misconduct is reported to the The Graduate School, the Associate Dean of Graduate Programs, the Department Head, the Academic Director, and the MSBAPM Program Director in accordance with the [Scholarly Integrity and Misconduct policy](#).

How to Succeed in this Course

All students can succeed in this course and we are here to help you along the way. Please do not hesitate to ask questions or attend office hours. All questions are important here. Success in this course program depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Your teaching assistants and I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor**, or contact the office at **(860) 486-4705**, or <https://studenthealth.uconn.edu/> for services or questions.

Policy Against Discrimination, Harassment and Related Interpersonal Violence

The University is committed to maintaining a safe and non-discriminatory learning, living, and working environments for all members of the University community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all responsible employees (including faculty), as outlined in the Policy Against Discrimination, Harassment and Related Interpersonal Violence, are required to report to the Office of Institutional Equity any information that they receive related to sexual assaults,

intimate partner violence, and/or stalking involving a student. *An exception to this reporting exists if students disclose information as a part of coursework submitted to an instructor in connection with a course assignment. Even in the absence of such obligation, all Employees are encouraged to contact OIE if they become aware of information that suggests a safety risk to the University community or any member thereof.* The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with university officials who can help. More information, including confidential and exempt employee resources available for support and assistance, can be found at equity.uconn.edu and titleix.uconn.edu.

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify me as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with me to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever,
- Cough,
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contact tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

- Equipment Recommendations (<https://remotework.uconn.edu/equipment-recommendations/>)
- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

Privacy Statement: For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#). NOTE: This course has NOT been designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course uses the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Student Technology Training

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at https://lms.uconn.edu/ultra/courses/80016_1/cl/outline.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills

- Use electronic mail with attachments.

- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

Structure of the course

This course is broken up into three parts. Part I (blue), which is weeks 1 through 3 we will examine what a comprehensive school counseling program is. In week 4, we have a guest speaker and student presentations which close out the 'Part I' content. In Part II (red) of the course, which is weeks 5-8, we will examine the MTSS framework and how that interacts and aligns with a comprehensive school counselor framework. In Part III of the course, which is weeks 10-14, we will examine different methods of program evaluation for comprehensive school counseling programs.

Course Schedule

Week / Date	Topic Discussed	CACREP Standards
<p>Week 1</p> <p>January 21 4-6:30pm</p>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> • Introduction to the course / review of the syllabus • Introduction to Comprehensive School Counseling Frameworks <ul style="list-style-type: none"> • Review of the ASCA National Model • Introduction to CT Comprehensive K-12 Counseling Framework <p><i>Readings</i></p> <ul style="list-style-type: none"> • The ASCA National Model • CT Comprehensive k12 School Counseling Framework 	<p>5.H.1 5.H.3</p>
<p>Week 2</p> <p>January 28 4-6:30pm</p>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> • (1) Review of the CT Comprehensive SC Framework, • (2) Where do Mission, Vision & Beliefs fit into a comprehensive model? <p><i>Readings</i></p> <ul style="list-style-type: none"> • CT Comprehensive k12 School Counseling Framework • Hatch, Chapter 1 	<p>5.H.1 5.H.3 5.H.4</p>
<p>Week 3</p>	<p><i>Topics:</i></p>	<p>5.H.1</p>

<p>February 4 4-6:30pm</p>	<ul style="list-style-type: none"> • (1) What does the CT Comprehensive K-12 SCF discuss about Mission, Vision and Beliefs • (2) Intentional School Counseling Discussion • (3) 'Workshop' time on M/V/B with classmates • (4) Why is a comprehensive model necessary? <p><i>Readings</i></p> <ul style="list-style-type: none"> • Hatch, Chapter 2 • ASCA – Manage Section • School Counseling to Close the Opportunity Gap, Chapter 9 <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Workshop time with classmates to prepare for presentations next week. 	<p>5.H.3 5.H.4 5.H.6 5.H.7</p>
<p>Week 4 February 11 4-6:30pm</p>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> • Student Mission / Vision / Belief Presentations <p><i>Readings</i></p> <ul style="list-style-type: none"> • Goodman-Scott, Chapter 2 <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Mission, Vision & Beliefs mini presentations <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Evaluation Part I, Mission, Vision & Beliefs Due 2/11/25 by 11:59pm on Husky CT • Evaluation Part II, Presentation of M/V/B Due 2/11/25 in class and by 11:59pm on Husky CT 	<p>5.H.1 5.H.3 5.H.4</p>
<p>Week 5 February 18</p> <p>Lecture videos will be posted on 2/16/25</p>	<p>*Please note, this week we will not meet for class, students will watch pre-recorded lectures and continue with readings*</p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> • Overview of MTSS Framework <ul style="list-style-type: none"> ○ History of MTSS – How has this model developed to where it is today? ○ CCSCF and MTSS ○ MTSS and the School Counselor ○ Data-Driven School Counseling Talk –Dr. Hatch <p><i>Readings</i></p> <ul style="list-style-type: none"> • Goodman-Scott, Chapters 5 & 6 	<p>5.H.1 5.H.13 5.H.19</p>

<p>Week 6 February 25 4-6:30pm</p>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> • Overview of MTSS Framework – Tiers, 1, 2 & 3 <p><i>Readings</i></p> <ul style="list-style-type: none"> • Goodman-Scott, Chapters 7 & 8 <p><i>Activities:</i></p> <ul style="list-style-type: none"> • MTSS Map of site interventions (part I) 	<p>5.H.1 5.H.13 5.H.16 5.H.17</p>
<p>Week 7 March 4 4-6:30pm</p>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> • Evaluation of MTSS School Counseling Interventions <p><i>Readings</i></p> <ul style="list-style-type: none"> • Goodman-Scott, Chapter 11 • Hatch, Chapter 3 <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Analysis of interventions at your site 	<p>5.H.1 5.H.13 5.H.16 5.H.17</p>
<p>Week 8 March 11 4-6:30pm</p>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> • Analyzing district data / Introduction to Universal Screeners <p><i>Readings</i></p> <ul style="list-style-type: none"> • Goodman-Scott, Chapters 9 <p><i>Activities:</i></p> <ul style="list-style-type: none"> • Identification of gaps within district data <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> • Evaluation Part III, MTSS Reflections Due 3/11/25 by 11:59pm on Husky CT 	<p>5.H.1 5.H.13 5.H.16 5.H.17 5.H.19</p>
<p>Spring Break</p>	<p style="text-align: center;">UConn Spring Break - March 16-22</p>	
<p>Week 9 March 25 4-6:30pm</p>	<p><i>*Please note, this week we will not meet for class, students will watch pre-recorded lectures and continue with readings*</i></p> <p><i>Topics:</i></p> <ul style="list-style-type: none"> • Program Evaluation <p><i>Readings</i></p> <ul style="list-style-type: none"> • Hatch, Chapter 4 	<p>5.H.1 5.H.13 5.H.5 5.H.19</p>
<p>Week 10</p>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> • Curriculum Interventions – identification of needs / gaps 	<p>5.H.1 5.H.13</p>

<p>April 1 4-6:30pm</p>	<p><i>Readings</i></p> <ul style="list-style-type: none"> Hatch, Chapter 5 & 6 <p><i>Activities:</i></p> <ul style="list-style-type: none"> 	<p>5.H.5</p>
<p>Week 11 April 8 4-6:30pm</p>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> Curriculum Interventions – pre and post-test evaluation <p><i>Readings</i></p> <ul style="list-style-type: none"> Hatch, Chapter 7 <p><i>Activities:</i></p> <ul style="list-style-type: none"> Pre/Post Test work 	<p>5.H.1 5.H.13 5.H.5 5.H.16 5.H.17</p>
<p>Week 12 April 15 4-6:30pm</p>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> Using data for systems level change <p><i>Readings</i></p> <ul style="list-style-type: none"> Hatch, Chapt 8 <p><i>Activities:</i></p> <p><i>Assignments Due:</i></p> <ul style="list-style-type: none"> Evaluation Part VI, Pre / Post Test Due 4/15/25 by 11:59pm on Husky CT 	<p>5.H.1 5.H.13 5.H.8 5.H.19</p>
<p>Week 13 April 22 4-6:30pm</p>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> Reporting Evaluation Results <p><i>Readings</i></p> <ul style="list-style-type: none"> Hatch, Chapt 10 <p><i>Activities:</i></p>	<p>5.H.1 5.H.13 5.H.8 5.H.19</p>
<p>Week 14 April 29 4-6:30pm</p>	<p><i>Topics:</i></p> <ul style="list-style-type: none"> Evaluation Presentations <p><i>Activities:</i></p> <ul style="list-style-type: none"> Evaluation Part V, Program Evaluation Presentation Due 4/29/25 by 11:59pm on Husky CT Evaluation Part VI, Evaluation Report Due 4/29/25 by 11:59pm on Husky CT 	<p>5.H.1 5.H.13 5.H.8 5.H.19</p>

