EDCP 789T: Capstone Course: Program Planning
Spring 2014

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Class Meeting Site: Benjamin 2102

Class Meeting Time: 4:15-7pm

Office Hours: By appointment

Course Description:
This is the capstone seminar in school counseling. The course is designed to prepare students to become leaders and collaborators in developing, implementing, and evaluating comprehensive, data driven, school counseling programs. Students will learn leadership and collaboration principles, theories, skills, and models necessary to enhance the learning environment. Emphasis is placed on the role of the school counselor as a leader, collaborator, and systemic change agent. Ultimately, the course will help future school counselor leaders build effective programs and develop stakeholder/partnership teams that promote equitable services for all K-12 students.

Course Objectives:
By the completion of this course, students will demonstrate the following dispositions, knowledge, skills, and attitudes as stipulated by CACREP (2009): Standards for School Counseling Programs are noted):

1. Demonstrate an understanding of the role and function of the contemporary professional school counselor (Leadership, Advocacy, Counseling, Consultation, Teaming and Collaboration, Data Utilization) to contemporary educational settings (CACREP Standards for School Counseling Programs A.3; J.3)
2. Connect the impact of the school counseling program to the instructional mission of the school (CACREP Standards for School Counseling Programs K.1)
3. Demonstrate how to design, implement, and evaluate data driven comprehensive school counseling strategies and interventions to enhance the academic, career and personal/social development of students (CACREP Standards for School Counseling Programs C.2; I.4; I.5; J.2; J.3; P.1; P.2)
4. Demonstrate an understanding of systemic school counseling as a process for promoting access, equity and social justice in school settings (CACREP Standards for School Counseling Programs H.4; K.2)

6. Analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. (CACREP Standards [2009] H.3.).

7. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (CACREP Standards [2009] F.3.).

8. Understand the alignment of state and national initiatives such as the ASCA National Model with a systemic comprehensive developmental K-12 school counseling program. (CACREP Standard [2009] A.5.).

9. Identify the skills and styles of effective leadership and explain systems and systemic change. (CACREP Standard [2009] Leadership [O & P]).

10. Understand the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

11. Know strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

12. Know how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

13. Know strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.


15. Know the qualities, principles, skills, and styles of effective leadership.

16. Know strategies of leadership designed to enhance the learning environment of schools.

17. Know how to design, implement, manage, and evaluate a comprehensive school counseling program.

18. Understand the important role of the school counselor as a system change agent.

19. Understand the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

Required Readings:


Required Supplemental Readings:


**Teaching approach:**

My approach to teaching is informed by the principles of postmodern theory and critical pedagogy. As such, one of my primary goals is to create a space where my knowledge of topics and issues related to group work is not privileged over the knowledge that you all bring to the course. My hope is that we can co-construct a classroom environment where we will feel free to reflect upon complex issues and dynamics, learn from events and interactions that occur throughout the semester, and collectively work against the rigid societal norms and structures constraining all of us.

**Course Expectations and Professional Dispositions:**

In this course, we ask that students:

1. Display all of the professional dispositions of counselors including (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) respect for diverse views and openness to diversity, (k) attention and adherence to ethical and legal standards, and (l) showing initiative and motivation. **Given the nature of this class, students are strongly encouraged to exhibit personal and professional integrity by maintaining the confidentiality of everyone in the class.**

2. Demonstrate respect for the professors and their colleagues by refraining from distractions like checking email, texting, or other disruptive classroom behaviors.

3. Carefully and critically engage with readings outside of class and to be prepared to discuss these readings in class. It is essential to be up-to-date on the readings so that class time can be used for discussion of materials and review of strategies and interventions.

4. Be committed to learning outside of the box by engaging in experiential activities and teamwork outside the classroom.
Course Requirements:

1. **Attendance and Active Participation in Class (10 pts)**

   As this is an experiential class with much of the learning occurring in the context of discussion, demonstration, practice sessions, and outside class group experiences students are encouraged to attend **ALL** classes and outside class learning experiences. Students are expected to read the assigned readings and actively take part in class discussions and group activities as well as in any inside or outside class experiences. To maximize participation points as well as increase individual and collective critical consciousness levels, students will be encouraged to identify dominant discourses expressed during class discussions and activities (Dominant Discourse Checks). Evaluations will be impacted by the ability to display professional dispositions (e.g., adherence to professional ethics, respect for diverse views, tolerance of ambiguity, appreciation and openness to cultural difference, and CONFIDENTIALITY) and demonstrate respect for the professors and their colleagues.

2. **School-based Crisis and Trauma Response Paper and Plan (10 points)**

   After completing the readings for the three lessons/modules on CRISIS ASSISTANCE AND PREVENTION: REDUCING BARRIERS TO LEARNING found at [http://smhp.psych.ucla.edu/qf/crisis_tt/crisisindex.htm](http://smhp.psych.ucla.edu/qf/crisis_tt/crisisindex.htm) complete and submit the following worksheets and documents. Documents 2-4 complete in relation to your internship school.

   a. **Outline What Has Been learned so Far**
   b. **The self study survey entitled: Crisis Assistance and Prevention**
   c. **What does your school currently do to respond to and prevent crises?**
   d. **School observation: Improving Crisis response and Prevention**
   e. A 2-3 page reflection on how this module will help you respond to crises in your own school when you are a school counselor, especially in the light of the recent increase in mass shootings in schools.

   The following document will be helpful in completing the worksheets: RESPONDING TO A CRISIS AT SCHOOL [http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf](http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf)

3. **Media Literacy Presentations 2.0 (10 points)**

   In this assignment, you are once again asked to find examples of the theoretical (racism, sexism, classism, heterosexism, and ableism) issues as they are occurring in the larger world around us. At one point in the semester, you will be responsible for bringing in an artifact from the media (television, youtube, movie clip, news article, music video, magazine ad, commercial, etc.) to present to the class and facilitate a group critique. Building on your increased critical consciousness from group counseling last semester and applying additional concepts and theories from class lectures and readings in program planning, you will help your peers identify the ways in which your artifact
reinforces systems of privilege and oppression in our society. If you decide to present an audio or video clip, it should last up to 5 minutes. The group critique should last approximately 10 minutes. You may email me before your presentation week to receive feedback about the appropriateness of the artifact you have chosen to analyze. There are three additional expectations for the assignment this semester: 1) your choice of –ism to critique will be different than the one you chose last semester; 2) your artifact will be more subtle; and 3) your critique will be more challenging and complex. For example, the artifact you choose may demonstrate heteronormativity, but your facilitation will help the class see the intersection of heteronormativity and patriarchy. Another example would be an artifact that reflects classism and you challenge the class to see the connection of classism to the segregation of students of color in urban schools.

4. **Discussion Facilitation and Activity/Media Clip (10pts)**

Each student will facilitate a 50-minute discussion based on the readings once during the semester. The facilitations will include two primary components: (a) leading a class discussion that addresses/summarizes the main points from the readings; and (b) an activity or brief media clip that is related to the assigned readings. Also, be sure to maintain a critical lens when reviewing the readings and incorporate in your facilitation any counseling or general dominant discourses you identify (this absolutely includes anything I’ve written as well).

5. **Capstone Project: Program Development Project (60 points)**

The goal of this project is to develop a comprehensive, developmental school counseling program for an elementary, middle, or high school. You will need to extrapolate some data based on the school report card or other resources, and you will also creatively manufacture some steps in the process. However, most of the process and products will be real. The project will incorporate the ASCA National Model (2012) and the ASCA Student Standards. The project will include the design, organization, coordination, and evaluation of a data driven comprehensive school counseling program. Because this is the largest requirement of the course as well as your capstone project for the school counseling program, a significant proportion of class time will be devoted to helping you develop and execute this assignment.

**Grading Criteria:**

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<th>Grade</th>
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**Accommodations:**

Students who have a **diagnosed** disability or condition, which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The student should notify the instructor no later than the end of the second
week of the term in which the course is offered or no later than the end of the second week after such a disability or condition is diagnosed.

**Academic Honesty/Integrity:**
Students are expected to maintain academic integrity and honor in this course. The Honor Code prohibits students from cheating on exams, plagiarizing, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Any member of the campus community can report allegations of academic dishonesty directly to the Honor Council.

### Course Schedule

**Note:** Instructor reserves the right to modify this syllabus as needed.

<table>
<thead>
<tr>
<th>W#</th>
<th>Date</th>
<th>Topics/Assignment</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>01/28</td>
<td>Course Overview</td>
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<td>Syllabus Review</td>
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<td>Course Expectations</td>
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<td>The CAPSTONE PROJECT</td>
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<td>2</td>
<td>02/04</td>
<td>ASCA National Model Overview</td>
<td>ASCA Model Workbook</td>
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<td>Program Assessment &amp; Accountability</td>
<td>Chen-Hayes – 3</td>
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<td>Liberation Psychology</td>
<td>Duran et al., 2008</td>
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<td>Promoting Critical Consciousness with Students</td>
<td>Shin et al., 2010</td>
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<td><strong>Capstone Project Development Time</strong></td>
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<td>3</td>
<td>02/11</td>
<td>Strengths-Based School Counseling Framework</td>
<td>Chen-Hayes – 12</td>
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<td>Systemic Interventions for Urban Youth</td>
<td>Galassi – 1</td>
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<td>School-Wide Multi-Systemic Interventions</td>
<td>Vera &amp; Shin, 2006</td>
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<td>4</td>
<td>02/18</td>
<td>School Counselor Leadership &amp; Collaboration</td>
<td>Chen-Hayes – 1, 2</td>
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<td><strong>Capstone Project Development Time</strong></td>
<td>Galassi – 2</td>
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<td>Janson et al., 2009</td>
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<td>5</td>
<td>02/25</td>
<td>Promoting Academic Development: Basic Principles</td>
<td>Chen-Hayes – 4</td>
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<td>Achievement Gap</td>
<td>Galassi – 3</td>
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<td>School Engagement</td>
<td>Shin et al., 2007</td>
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<td>Ethnic Identity</td>
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<td>Life Satisfaction</td>
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<td><strong>Capstone Project Development Time</strong></td>
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<td>6</td>
<td>03/04</td>
<td>Promoting Academic Development: Interventions</td>
<td>Chen-Hayes – 5, 14</td>
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<td>Opportunity and Attainment Gaps</td>
<td>Galassi – 4</td>
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<td>Dropout Prevention</td>
<td>Shin &amp; Kendall, 2012</td>
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<td>Public Policy Advocacy</td>
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| 7  | 03/11 | Career Development  
College and Career Readiness  
*Capstone Project Development Time* | Chen-Hayes – 6, 7  
Galassi – 6 |
| 8  | 03/18 | No Class Spring Break                                                | Galassi – 5, 7  
Shin, (in press) |
| 9  | 03/25 | Promoting Personal and Social Development  
Strengths-Based Counseling in Perspective  
Deconstructing Racial/Ethnic Identity Models  
Intersectionality and Critical Consciousness  
*Due: School-based crisis and trauma response paper and plan* | Chen et al., 2010  
Chen-Hayes – 8, 9 |
| 10 | 04/01 | School-Family-Community Partnerships  
Ethical Solutions  
Working with Undocumented Immigrant Youth  
*Capstone Project Development Time* | Chen-Hayes – 10  
Smith & Shin, 2012  
Stieglitz, 2010 |
| 11 | 04/08 | Cultural Identity and Language  
Transgender Youth  
Sex/Gender Binary  
*Capstone Project Development Time* | Chen-Hayes – 11  
Liu et al., 2004 |
| 12 | 04/15 | Technology  
Social Class and Classism  
*Capstone Project Development Time* | Chen-Hayes – 15  
Johnson, 2010  
Poteat et al., 2012 |
| 13 | 04/22 | Anti-Violence, Bullying, and Safety  
Homophobia  
Patriarchy  
*Capstone Project Development Time* | Baynton, 2010  
Chen-Hayes – 16  
Reeve, 2000 |
| 14 | 04/29 | Ability, (Dis)ability, and Gifted/Talented  
Ableism  
*Capstone Project Development Time* |  |
| 15 | 05/06 | No Class – Finalizing Capstone Project                              |  |
| 16 | 05/13 | Potluck and Poster Presentations  
*Due: Capstone Project Paper* |  |

**Course Requirements:**

*Capstone Project: Program Development Project*
Program Design Project & Presentation: Each student is responsible for the construction of a comprehensive, developmental school counseling program. The project will incorporate the ASCA National Model (2012) and the ASCA Student Standards. The project will include the design, organization, coordination, and evaluation of a data driven comprehensive school counseling program. Each student will present the completed project to the class in a poster presentation format. (This project meets the CACREP SC Standards A.1-3; A.5; B.1-2; C.2.; C.4-5; E.1-3; D.3; E.1-3; I.1-3; J.1-3; K.1-3; M.1, 4, & 6; O.3-5).

You can receive clarification for most components of the project by using the ASCA National Model (2012) workbook. Also, be sure to use the RAMP scoring rubric at http://www.ascanationalmodel.org/files/Rubric-2013(1).pdf to help determine the quality of your program development project.

A number of principles must undegird this project. The school counseling program should be data driven, informed and guided by the data. All programs and activities should be developmentally appropriate. The program should be focused on two or three systemic issues and students’ needs resulting from the systemic issues identified in the data.

Guidelines for this project are as follows:

1) Each student will be assigned a school level – elementary, middle, or high.

2) Each student will be responsible for documenting project artifacts along with a poster presentation. The presentation is an opportunity to explain and present the written project.

3) The written project must include all the following sections (in order given)

   a. Description of school setting (fictional), which includes: Name (fictional) - Level (Elementary, Middle, High) and Grades - Address (Fictional) - Number of Students - Description of Student Population - Number of School Counselors

   b. School data profile and analysis of profile

   Use the school report card http://www.mdreportcard.org or a similar web resource to help you create a demographic profile of your project school – demographics, data, identify burning systemic issues and gaps.

   Note that the school data profile should drive every decision that you make throughout your school counseling program. Present school data (demographic data, PSSA data, any other accessible data) in accessible charts and graphs. You may need to extrapolate some data, but find as much as you can. Produce aggregated and disaggregated data, data that will be used to identify a systemic issue (i.e. access, attainment or achievement data). You may also extrapolate some situational data (e.g., local plant closing, deaths in the school, school violence data; crisis events). Include made up data from needs assessments or surveys of students, parents, teachers (e.g., career needs assessment, bullying
frequency survey, mental health survey, homework completion survey from teachers). From all these data, develop a list of student needs to be addressed by the school counseling program. In addition to the charts and graphs, use the School Data profile template in the ASCA workbook.

FOUNDATION:

Program Focus

c) Vision and Mission Statements

Imagining you are working with an Advisory Council, formulate a philosophy and mission statement for the school counseling program (see ASCA workbook). The mission statement should be compatible/consistent with the mission statement of your school. You can find examples of schools’ mission statements on the internet.

d) 3 School Counseling Program Goals (SMART Goals)

These goals should be informed by the school data profile analysis, which identified critical systemic issues, gaps, and student needs.

e) Selected ASCA Student Standards: Competencies and Indicators

The ASCA Student Standards are found at http://www.ascanationalmodel.org/files/StudentStandards.pdf

Having the data drive you, prioritize and select indicators (learning objectives/outcomes, met by student focused interventions) to be met by all students. Use the ASCA Student Standards, Competencies, and Indicators as a guide. Your program is comprehensive so your objectives should be comprehensive, covering the 3 areas of development – academic, career/college, and personal/social. Do at least 6 objectives from each of the 3 areas of development, for a minimum of 18 objectives. Make objectives developmentally appropriate (e.g., time management is more important than resume writing at the middle-school level).

Think in terms of development and scope of your school counseling core curriculum (i.e., use the crosswalking tools in the ASCA model). Index your indicators/objectives to the ASCA Student Standards, Competencies, and Indicators (e.g., C: A1.3). Some of your objectives will likely overlap, so index to all. Be sure your objectives are observable and measurable (some of the Indicators are too general). Describe the rationale behind how you aggregated and used the data to form and prioritize objectives.

MANAGEMENT:

f) Annual Agreement - signed and dated.
g) Advisory Council

Produce a one-page description of your idealized team and whom each member represents (the constituency). Describe roles and functions of the Advisory team; its’ responsibilities in program planning, design, implementation, and evaluation; and the organizational structure of the team.

h) Timeline and yearly calendar (August through June) for implementing activities, services, strategies, programs, etc. Integrate with other duties, using the suggested percentages of time from the ASCA National Model.

**DELIVERY:**

i) School Counseling Core Curriculum Action Plan and Lesson Plans

1. Action Plans

Core Curriculum Plan: The school counseling core curriculum action plan provides details as to how the you will efficiently and effectively deliver the school counseling program and includes activities that will help the school counseling program achieve desired results. These include your action plans for classroom guidance, small group interventions, and school-family-community partnership programs. Describe how you will use MAKING DATA WORK and other evaluation tools to evaluate your curriculum and programs.

School-family-community Partnership Plan:
Describe the members of the Partnership Leadership Team (PLT), the systemic issue and student needs to be met. Use Bryan & Henry’s (2012) Partnership Process Model to help you design a substantive partnership plan. Describe how you will implement each stage of the partnership model and the specific programs that you will implement. Describe how the PLT will engage parents and community members in the school at various levels.

2. Lesson Plans

Pick at least 1 indicator (learning objective/outcome) from each of the 3 areas of development of the ASCA student standards – academic, career/college, and personal/social. **These 3 or more should be indicators/objectives that are met through the school counseling core curriculum and that are designed to address the systemic issue identified from the data.** Develop 3 lesson plans to cover your 3 or more indicators/objectives.

**Note** that in reality, indicators/objectives are usually met through Guidance Units (3 or 4 lessons), but for this project, use one lesson for each one or each set of indicators/objectives from each of the 3 areas of development.
Design a pre-test/post-test for each of the 3 lessons. Also, within the lesson plans, describe other forms of evaluation data used (e.g., teacher reports or checklists, grades, homework completion, attendance). In addition to lesson plans, include copies of all handouts/activities given to students. Cite all sources. Be sure to include a method for evaluating each activity. Describe what data tools/methods (pre-post surveys, focus groups, evaluation measurements) will be used. Use ASCA’s template for lesson plans in the workbook.

j) Responsive Services: Small Group

Create session plans for one 4-session group:

The group should address academic, career, or personal/social development. Along with lesson plans, include letter to parents, permission form and examples of all handouts/information given to students. Be sure to include data evaluation measurements (pre/post tests). Address how and why group topics and participants were selected. If the school has more than one school counselor, explain how the decision was made for the specific school counselor to deliver this group.

k) School-Family-Community Partnership Program or Activity for Students

Based on school data or other data, formulate and describe one system focused, strengths-based SFC partnership program/intervention (leadership advocacy effort). This program should address an identified systemic issue and student needs.

Be sure to include announcement/information describing the activity, objectives, handouts, pre/post test, and evaluation instrument. (Examples: Career Day, Cultural Awareness Day, Conflict Mediation). Develop a leadership/advocacy action plan for this effort. List at least 3 other needed system-focused interventions (based on your data). No need to describe these, just list and provide a couple of sentences explaining why they are needed (i.e., connect them to your data).

ACCOUNTABILITY:

Program Results

This section describes your program assessment and evaluation. Results report data analysis follows the completion of an action plan and helps school counselors evaluate the impact of the action plan. Again, data will need to be created for the results reports. Use the templates in the ASCA model workbook. The analysis of the school counseling curriculum results report demonstrates the effectiveness of the program and classroom activities and informs program improvement. The core curriculum results report analyzes the effectiveness of three lessons. The Small group results report describes the effectiveness of the group and addresses how the group results will inform future school counseling groups. Closing-the-gap activities address academic or behavioral discrepancies that exist between student groups. Include a closing-the-gap results report that is tied to the school counseling program goals.
l) Core Curriculum Results Report
m) Small Group Results Report
n) Partnerships Results Report
o) Closing the Gap Results Report
p) School Counselor Competencies Assessment

Describe how you will use these data to revise the program and inform future SC goals and improvements.

q) Program Evaluation Reflection:

Through application of leadership, advocacy and collaboration skills, school counselors promote student achievement and systemic change that ensures equity and access to rigorous education for every student and leads to closing achievement, opportunity and attainment gaps. Based on your program “how does your school’s comprehensive school counseling program use leadership, advocacy and collaboration to create systemic change for the benefit of students?” AND “How are results data linked to the access, attainment and achievement data of the school?”

r) Brochure
Design a brochure that outlines your School Counseling program. The brochure should include, but is not limited to, the school profile, role of the school counselor, mission statement, and services provided. Be creative with the graphics!

s) Poster Presentation

Design a poster presentation that explains your program, demonstrates how you developed your mission & vision statements, program goals, and specific interventions. This poster presentation will take place during our last class. Imagine the audience as stakeholders (parents, teachers, students, administrators). You will be prepared to give a brief summary of your program, while the class reviews your poster.

t) APA References Sheet with citations for all resources

You will turn in one copy of the project in a binder with a title on the front cover, table of contents, and label for each section. A second copy must be submitted in electronic format.

Acknowledgements: Note that elements of this capstone project were adapted from Dr. Julia Bryan’s syllabus, Dr. Anita Young’s and Dr. Ileana Gonzalez’s syllabi at the Johns Hopkins University, Dr. Jerry Trusty’s syllabus at Penn State as well as from the ASCA National Model (2012).