DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION
FLORIIDA ATLANTIC UNIVERSITY

SDS 6316
DATA DRIVEN PRACTICES IN SCHOOL COUNSELING

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

An experiential course designed to increase knowledge and skills for effectively managing counselors' time and comprehensive school counseling programs to assist students, families, and educators, including students with disabilities and diverse populations.
Prerequisites: *Permission of Instructor*

REQUIRED READINGS & MATERIALS

Required Materials:
Computer headset with noise canceling microphone.

Required Text:
Dimmitt, C. L., Carey, J.C. & Hatch, P.A. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, http://coe.fau.edu/livetext.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP: General: K.1.c**,** K.4.g**,** K.5.f**,** K.8.c**,** K.6.e
CACREP: School: A.9**,** C.e**,** C.g
2010 FEAPs: 12.1, 12.2
2010 Subject Area Competencies and Skills: 9.1, 9.2

CONCEPTUAL FRAMEWORK

As a reflective decision-maker, the student will demonstrate the ability to collect and analyzed data to make informed decisions regarding comprehensive school counseling program planning and evaluations. Students will exhibit ethical behavior in ensuring equal and fair access to school counseling services and take appropriate steps to ensure client confidentiality. Students will provide evidence of being capable professionals through the implementation of direct and indirect guidance, resources and counseling activities. Students will receive written and verbal feedback from multiple evaluators as required by Florida Department of Education (DOE), Council for Accreditation of Counseling and Related Educational Programs (CACREP), Associate for Counselor Education and Supervision (ACES) and National Council for Accreditation of Teacher Education (NCATE) standards.

COURSE OBJECTIVES

Upon completion of the course students will:
1. Develop a list of appropriate world-wide web sites of career development applications and strategies, including computer-assisted career guidance (K.4.g)
2. Understand how to integrate strategies and applications within counseling and consultation processes (K.5.f)
3. Understand the use statistical methods in conducting research and program evaluation (K.8.c)

4. Develop a list of appropriate world-wide web sites focused on psycho educational groups (K.6.e)
5. Demonstrate technical competence in school counseling research to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices (School:A.9)
6. Prepare an annual, monthly, and weekly calendar that reflects appropriate time commitments and priorities in comprehensive developmental school counseling program (School: C.e)
7. Understand the technical competence necessary to design, implementation, monitoring and evaluation of a comprehensive school counseling program (School: C.g)
8. Demonstrate technological competence and computer literacy. (K.1.c.)

COURSE REQUIREMENTS

1. Complete assigned readings.
2. Attend class and actively participate in class activities.
3. Create a *Word* template and mail merge document for student advisement and record keeping.
4. Analyze school and student data using the EZ-analyze program.
5. Develop a needs assessment survey.
6. Create a school counselor portfolio or counselor website to disseminate program results.
7. Complete a final exam.

Assignment	FEAP Indicators	Points
Completion of online activities and quizzes		30
Student Advisement and Record Keeping Documentation	12.2	40
Survey Development	12.1	30
Measuring School and Student Outcomes with EZ-Analyze	12.2	50
Disseminating Results Project	12.2	50
	TOTAL	200

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 200 – 186	B+ = 178 – 173	C+ = 158 – 153	D+ = 138 – 131	F = 119 – 0
A - = 184 – 179	B = 172 – 167	C = 152 – 147	D = 130 – 127	
	B- = 166 – 159	C- = 146 – 139	D- = 126 – 120	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

Last updated Dec. 2010

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

(a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
(b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
(c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at
http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at
www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

This course is designed to provide hands on approach to developing the knowledge and skills school counselors will need to manage resources, information and data analysis to enhance a comprehensive school guidance program. The course is taught with the assistance of Blackboard and Elluminate Live Real Time Software and a combination of lecture, PowerPoint presentations, use of Internet, and student presentations, and resource reviews.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. When scheduled, students are expected to make their initial posts on the discussion board by **10 pm on Thursdays** and fulfill their discussion board responsibilities by **10 pm on Saturdays.**
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
    a. Cheating
    b. Plagiarism
    c. Misrepresenting information or failing to give proper credit for citations used
    d. Participating or facilitating acts of academic dishonesty by others
    e. Unauthorized prior possession or sharing of examinations
    f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from http://www.adobe.com/products/acrobat/readstep2.html
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=_107_1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

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COURSE CONTENT & OUTLINE

The content and activities for each session/module are described below.

DATE	SESSION	CONTENT	ACTIVITIES AND ASSIGNMENTS
Module 1 May 19	1	Course introduction & overview Legal and Ethical Guidelines ASCA National Model	www.schoolcounselor.org ASCA Ethical Standards for School Counselors Chapter 1 *PowerPoint and Websites*
	2	Evidence-Based School Counseling The Role of the School Counselor Promoting Yourself as a School Counselor	
Module 2 May 26	3	Data Based Decision Making Models and Decision Making Organizing Student Assessment Activities	Chapter 2 Chapter 3 Chapter 4 *Excel*
	4	Data Collection Practices & Developing Action Plans	
	5	Choosing Research-based Interventions Curriculum Searches: Large and small group lessons	
Module 3 June 2	6	Evaluating School Counseling Interventions and Programs School, Guidance Department and Counselor Websites	Chapter 5; Appendix B Chapter 6; Appendix A Chapter 7
	7	Action Research and Collaborative Partnerships Effective Communication with Students, Teachers, Parents and Community	
	8	Measuring Student Learning and Behavior Change Recognizing Student and School Improvements EZ Analyze – part 1	
Module 4 June 9	9	Using Surveys to Gather Information Surveying Students, Parents, Teachers and Community	Chapter 8 & 9 Counseling Surveys Student record keeping *Word* **Assignments 1 & 2 due**
	10	Managing Student and School Data	
	11	Evaluating School Counseling Programs EZ Analyze – part 2	
Module 5 June 16	12	School Counselors and Accountability Tracking Counselor Activities	Use of Time and Calendars FCAT.org: ePersonal Educational Planner (EPEP) **Assignment 3 due**
	13	Student Advisement Planning, managing and evaluating Student's educational and career choices	
Module 6 June 23	14	Moving towards an Integrated Evidence-Based Approach Reporting About Results to Enhance Legitimacy	Disseminating Results Project Presentations **Assignment 4 due**
	15	Online Final Exam Online Course Evaluations Self evaluations/peer and instructor feedback	

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