



CLAUDIUS G. CLEMMER
COLLEGE of EDUCATION

EAST TENNESSEE STATE UNIVERSITY

Course Syllabus:

***COUN 5020 School Counseling Program Leadership and Management
Tuesdays 5:00pm-7:50pm, Spring 2021 (course will be taught Synchronized)***

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Department: Counseling and Human Services

Program: Counseling

Semester Hours: 3

Date Revision of Syllabus: 1/21

Catalog Description:

An advanced course in school counseling. Focus on development, implementation, and evaluation of a comprehensive school counseling program incorporating the ASCA and state models. Leadership and management skills are emphasized.

Course Description:

This course is an advanced level course for students enrolled in the school counseling concentration of the counseling program. The focus of this course is on the development, implementation, and evaluation of a comprehensive developmental school counseling program which incorporates the ASCA National Model and state counseling models. Participation in this course provides opportunities to learn leadership and management skills necessary to develop and strengthen K-12 school counseling programs by utilizing school-community teams and school-based consultation and collaboration models.

Prerequisites:

COUN 5010: Principles and Trends of School Counseling; Co-requisite recommended: COUN 5880: Internship in Counseling

Multicultural/Diversity Focus:

A comprehensive, developmental school counseling program is integral to a school's total education plan. COUN 5020 focuses purposefully on program planning, organization, and

administrative policies and processes designed to meet the diverse social, emotional, and academic needs of all children and adolescents in a multicultural society.

Required Textbooks:

Stone, C. B., & Dahir, C. A. (2012). *The transformed school counselor*. (3rd ed.). Brooks/Cole.

ASCA (2005). *The national model for school counseling programs* (3rd ed.). Alexandria, VA: American School Counselor Education. *Same text require in COUN 5010

Suggested Readings or Other Readings as Assigned:

American School Counseling Association website: [American School Counseling Association Website](#)

Education Trust Transforming School Counseling Initiative: [Education Trust Transforming School Counseling Initiative Website](#)

Purpose and Goals:

The purpose of the course is to provide the foundational preparation necessary for school counselors to effectively plan, implement, and evaluation comprehensive school counseling services.

The goals of the course are to:

- explain the school as a system and the relationship of the school counselor within the system
- demonstrate the design, implementation and evaluation of a comprehensive developmental school counseling program
- exhibit effective consultation and collaboration practices
- identify knowledge and skills required for crisis preparation, management, and aftercare
- examine leadership and systemic change processes within the role of a school counselor

Alignment with Clemmer College of Education, CACREP, NCATE:

The content focus, expected student competencies, and instructional methods of this course are aligned to support the CCOE's Conceptual Framework: Educating Leaders of the 21st Century. The course content is tied to CACREP competencies and meets NCATE standards. The assignments and methods of instruction incorporate practical experience and reflective practice opportunities.

Major Course Topics:

Role of school counseling programs within total educational program; schools as systems; development, implementation, and evaluation of a school counseling program; leadership, advocacy, and systemic change as a school counselor; school counselor consultation and collaboration; crisis preparation, impact, and response; the Tennessee school personnel evaluation system; program evaluation; interventions and programs to facilitate student development and narrow the achievement gap

Learning Outcomes:

<i>Counseling and Helping Relationships</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. developmentally relevant counseling treatment or intervention plans	2.F.5.h	Lecture Class 2: Counseling Theory and Practice in Schools Assignment: School Data
2. development of measurable outcomes for clients	2.F.5.i	Lecture Class 6: Accountability & Data- Driven Decision-making Assignment: School Data
3. evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j	Lecture 6: Accountability & Data- Driven Decision-making Assignment: ASCA Program Audit
4. strategies to promote client understanding of and access to a variety of community-based resources	2.F.5.k	Lecture Class 2: Counseling Theory and Practice in Schools Assignment: School Data
<i>Research and Program Evaluation</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. development of outcome measures for counseling programs	2.F.8.d	Lecture Class 6: Accountability & Data Drive Decision Making Assignment: Program Assessment/Evaluation
2. evaluation of counseling interventions and programs	2.F.8.e	Lecture Class 5: Implementing the National Standards and the ASCA Model Assignment: ASCA Program Audit
<i>School Counseling</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. models of school counseling programs	SC G.1.b	Lecture Class 2: Counseling Theory and Practice in School Key Assignment: Comprehensive School Counseling Program Plan
2. models of school-based collaboration and consultation	SC G.1.d	Lecture Class 10: School Counselors as Consultants, Coordinators, Collaborators, and Managers Assignment: Leadership and Collaboration
3. assessments specific to P-12 education	SC G.1.e	Lecture Class 2: Counseling Theory and Practice in School Assignment: Program Assessment/Evaluation
4. school counselor roles as leaders, advocates, and systems change agents in P-12 schools	SC G.2.a	Lecture Class 4: School Counselors as Leaders and Advocates Assignment: Leadership and Collaboration Key Assignment: Comprehensive School Counseling Program Plan
5. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	SC G.2.b	Lecture Class 10: School Counselors as Consultants, Coordinators, Collaborators, and Managers Assignment: Leadership & Collaboration

6.	school counselor roles in school leadership and multidisciplinary teams	SC G.2.d	Lecture Class 4: School Counselors as Leaders and Advocates Assignment: Leadership and Collaboration
7.	school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	SC G.2.e	Lecture Class 7: Crisis & Emergency Response Planning Assignment: Crisis Plan
8.	competencies to advocate for school counseling roles	SC G.2.f	Lecture Class 9: Multicultural Competence and Diversity Issues in Schools
9.	qualities and styles of effective leadership in schools	SC G.2.j	Lecture Class 10: School Counselors as Consultants, Coordinators, Collaborators, and Managers Assignment: Leadership & Collaboration
10.	development of school counseling program mission statements and objectives	SC G.3.a	Assignment: Program Assessment/Evaluation Key Assignment: Comprehensive School Counseling Program Plan
11.	design and evaluation of school counseling programs	SC G.3.b	Lecture Class 2: Counseling Theory and Practice in School Key Assignment: Comprehensive School Counseling Program Plan
12.	interventions to promote academic development	SC G.3.d	<i>Lecture Class 5: Implementing the National Standards and the ASCA Model</i> Key Assignment: Comprehensive School Counseling Program Plan
13.	use of developmentally appropriate career counseling interventions and assessments	SC G.3.e	Lecture Class 11: Career and College Ready
14.	techniques of personal/social counseling in school settings	SG C.3.f	Lecture Class 2: Counseling Theory and Practice in School Lecture Class 12: Mental Health, Addictions and Schools
15.	strategies to facilitate school and postsecondary transitions	SC G.3.g	Lecture Class 11: Career and College Ready
16.	approaches to increase promotion and graduation rates	SC G.3.i	Lecture Class 6: Accountability and Data-Driven Decision-making Assignment: School Data
17.	techniques to foster collaboration and teamwork within schools	SC G.3.l	Lecture Class 10: School Counselors as Consultants, Coordinators, Collaborators, and Managers Assignment: Leadership & Collaboration
18.	use of accountability data to inform decision making	SC G.3.n	Key Assignment: Comprehensive School Counseling Program Plan Lecture Class 6: Accountability and Data-Driven Decision Making
19.	use of data to advocate for programs and students	SC G.3.o	Key Assignment: Comprehensive School Counseling Program Plan Lecture Class 3: How SC can use the ASCA model & data to their benefit and Legal Issues for School Counselors

Methods of Instruction:

- This class will meet synchronously on the designated days & times (Tuesdays 5 – 7:50)
- The format for this course will be online (ZOOM) and does necessitate the **active involvement** of students in learning, discussing, and applying information from class and readings.
- Lectures and whole class discussions
- Small group discussions, projects (e.g., case studies, assignments, presentations)
- Demonstrations (by instructor or guests; or through media)
- Reflection papers and activities
- D2L and other computer based interactions
- **If we felt the need to meet in person, please refer to the link below regarding ETSU policy on Face Coverings.**

<https://www.etsu.edu/policies/health-safety/face-coverings.php>

Etiquette for remote meetings

- Check your technology ahead of time (including audio and video settings) and have information on hand for how to troubleshoot technological issues should they arise. (Here is the link to the ETSU Zoom info website:
<https://www.etsu.edu/helpdesk/conferencing/webconference.php>)
- Utilize video in addition to audio during our class meetings. *Stopping audio and video is appropriate for class breaks. Stopping video during class lectures or discussion because you wish to lay on the bed or sofa, or engage in something other than the class, is not appropriate.*
- Be aware of your background and, if you are home, choose an area that is professional and without background distractions. Also have adequate lighting so that others can see your face. If a bedroom is the only place in your home from which you can attend the meeting, still consider where you are sitting and what is visible in the background. *Reclining in bed and wearing pajamas is not appropriate for class meetings.*
- If you are using your cell phone or a tablet, stabilize it to minimize movement and shakiness in your video feed.
- Mute yourself when you are not speaking and minimize background noise when you are unmuted (pets, people talking, keyboard typing, tapping pens, shuffling papers, etc). If you are not in a private place, use headphones to minimize background distractions and to protect the confidentiality of others in the class.
- Dress appropriately, as if you were attending in-person class (*there are lots of jokes about professional tops and pajama bottoms, but for a 3-hour class when you will likely stand to stretch and go to the restroom, PJs can easily become visible.*)
- Stay present on the online interface and stay focused.
- Look at your colleagues, not yourself, especially when you are talking.
- <https://blog.gotomeeting.com/7-rules-virtual-meeting-etiquette-every-professional-know/>

Major Assignments - Course Requirements:

Attendance

Students are expected to attend all classes and to actively and constructively participate in the various in-class and out-of-class experiences related to course content. The course requires active participation to promote learning. Nonparticipation will result in lowering the course grade. Each week candidates will be part of a discussion regarding their understanding, questions, and synthesis of material covered for the week and how it may be applied to being a school counselor. More than one absence will result in a lack of points. (Professional behavior

and leadership skills are essential for school counselors).

Assigned Reading:

Students are expected to keep current on reading materials as lectures and class activities will build on readings. A mid-term exam will not be scheduled however the instructor may utilize “pop quizzes” as necessary made up of multiple choice, short answer, essay, or any combination of questions.

Minis: (additional guidelines will be provided)

There are four “mini’s” or small activities in this course:

School Data

As a school counselor you will need to be aware of your community and school demographics to help guide the development of your comprehensive school counseling program. This assignment will provide the data that serve as part of your program foundation. You will use these data to guide you in the development of comprehensive school counseling program plan. Furthermore, you need to be able to interpret and make meaning of data to set program priorities. Detailed requirements located on D2L.

Leadership and collaboration understanding and self-assessment

School counselors are called upon to be leaders, collaborators, and systemic change agents.

Candidates will complete assessments and write a self-reflective, literature based, assessment of their leadership and collaboration values, philosophy, skills, and areas of growth. Detailed requirements located on D2L. (M.2, M.3, N.2, O.1, O.4, O.5)

Crisis and emergency planning and response plans

Students will research crisis and emergency planning and response plans for schools (examining internship site as one example), develop plans for a crisis committee, and develop a crisis response plan for a school. Detailed requirements located on D2L (A.7, M.7).

Program assessment and evaluation

Each candidate will assess the school counseling program at their internship site using the ASCA School Counselor Program Assessment form. Each candidate will also choose a process, intervention, or aspect of the school counseling program at their site and apply a “program evaluation” process from identifying needs, assessing process, perception, and outcome evaluation, and an evaluation summary. Detailed requirements located on D2L.

(F.2, F.3, G.3, I.2, I.4, J.2, J.3, M.4, O.2)

ASCA Program Audit: School Counselors as Program Evaluators

Students will have a chance to examine their site’s school counseling program in light of the ASCA National Model. Using the ASCA Program Audit, students will analyze various parts of their site’s school counseling program. By using the ASCA audit rubric, students will assess the roles, functions, and settings of the school counselor in relation to other professional roles in the school. The audit will also serve to assist in understanding the current ASCA model of school counseling and the relationship to the education programming of the school as a whole and the relationship of the school counseling program to the academic mission. Detailed requirements located on D2L (A.3, A.5, K.1)

Comprehensive School Counseling Program Plan

The class will be divided into planning groups for the purpose of developing a Comprehensive K-12 School Counseling Program plan. As part of the plan, a focus on collaboration will be emphasized. Grading will be based on the thoroughness of the plan, the quality of the content and technical presentation of the plan. Teams will present their plans to other team(s) and potentially outside expert guest. Detailed requirements located on D2L. (B.2, C.2, C.4, K.2, O.3, P.1)

Grade Assignment:

Class participation 30 points (10%)

ASCA Program Audit 60 points (20%)

Minis

- School Data 30 points (10%)
- Leadership and Collaboration 30 points (10%)
- Crisis Plan 30 points (10%)
- Program Assessment/Evaluation 30 points (10%)

Comprehensive School Counseling Plan 90 points (30%)

Rubrics may be provided for assignments. Students are expected to complete all work by the assigned due date. Late work will result in lowered grades. Pop quizzes may be added as required and will impact final grades.

A	282-300
A-	270-281
B+	261-269
B	252-260
B-	240-251
C+	231-250
C	222-230
F	Below 222

Grading Scale:

Based on the following scale: A: 94 and above; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; F 73 and below.

Attendance Policy:

Students are expected to attend classes regularly and be fully prepared to participate in class activities. More than one absence will result in loss of points (at least 5 per missed class)

Students are required to check D2L each week.

Academic Misconduct Policy:

East Tennessee State University is committed to developing the intellect and moral character of its students. To that end, all instances of plagiarism, cheating, and other forms of academic misconduct shall be punished in accord with Tennessee Board of Regents Policy. Any knowledge of conduct of this nature should be reported to the proper authorities. Penalties for academic misconduct, either directly or indirectly through participation or assistance, will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the

work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic misconduct offense, the penalty is permanent expulsion.

Accommodations:

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to eligible students by Disability Services. Disability Services is located in the D.P. Culp Center, Room 326, telephone 439-8346. <http://www.etsu.edu/students/disable/>

Desire2Learn:

D2L will be used throughout this course. Expectations for student use of D2L will be discussed in classes. Class emails will be sent to the ETSU account.

Bibliography:

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Tentative Course Schedule:

January 19

Class 1: Introductions & Course Expectations

January 26

Class 2: Counseling Theory and Practice in Schools

Readings: Stone and Dahir 1-3; ASCA pg. 32 – 33 (Beliefs)

Due: School Data

February 2

Class 3: How School Counselors can use the ASCA model & Data to their Benefit and Legal and Ethical Issues for School Counselors

Guest Presenter: Stacey Philbrick

Readings: Stone and Dahir 6 & ASCA pg. 19 -20 (Systemic Change) & pg. 89 – 90 (Student Services)

February 9

Class 4: School Counselors as Leaders and Advocates

Guest Presenter: Colleen Weems

Readings: Stone & Dahir 4-5 & ASCA pg. 11- 16 (Leadership & Advocacy)

Due: Leadership and Collaboration Understanding and Self-Assessment

February 16

Class 5: Implementing the National Standards and the ASCA Model

Guest Presenter: Danielle Graff & Tara Tanner (GA)

Readings: Stone & Dahir 7 & ASCA pg. 75 – 81 (Implementing)

February

Class 6: Accountability and Data-Driven Decision Making

Guest Presenter: Liz Dinwiddie

Readings: Stone & Dahir 8 & ASCA pg. 117 -124 (Data Driven School Counseling Programs)

Due: ASCA Program Audit

March 2

Class 7: Crisis & Emergency Response Planning

Guest Presenter: Jeremy Page or Jerimiah Key

Readings: Stone & Dahir 11 & ASCA pg. 73 – 74 (Response to Intervention)

March 9

Class 8: NO CLASS – NEED TO WORK ON CRISIS PLAN

Due: Crisis Plan

March 16

ETSU SPRING BREAK

March 23

Class 9: Multicultural Competence and Diversity Issues in Schools

Guest Presenter: Kim Thompson

Readings: Stone & Dahir 9-10 & ASCA pg. 37 - 39

March 30

Class 10: School Counselors as Consultants, Coordinators, Collaborators and Managers

Guest Presenter: Garrett McDonald & Connie Taylor

Readings: Stone & Dahir 12-13 & ASCA pg. 17 – 18 (Collaboration)

Due: Program Assessment and Evaluation Due

April 6

GROUP WORK – NO CLASS MEETING

April 13

Class 11: Career and College Ready

Guest Presenter: Tracy Honeycutt

Readings: Stone & Dahir 14, Byrd & ASCA pg. 93 – 95 (College & Career Ready)

April 20

Class 12: Mental Health, Addictions and Schools

Guest Presenter: Holly English

Reading: Article on Mental Health or Addictions

April 27

Class 13: Into the Field

Readings: Stone & Dahir 15

Guest Presenter: Dr. Greg Wallace (Mock Interviews)

Due: Comprehensive School Counseling Program and Presentation

*****Additional Readings and Articles may be posted to D2L as instructor sees fit. Please check D2L weekly for updates*****