Tennessee Tech University
College of Education
Department of Counseling and Psychology
Coun 6330-001 Organization and Administration of School Counseling Programs

TUESDAY, 1-3:50PM, FARR 307A, 3 CREDIT HOURS, FALL 2021

INSTRUCTOR INFORMATION
Instructor's Name: Dr. Ellen Blaylock
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OFFICE HOURS TUESDAY, WEDNESDAY, AND THURSDAY: BY APPOINTMENT

TTU COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:
Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

PREREQUISITES N/A

TEXTS AND REFERENCES
    Required:

    American Counseling Association. (2014). *ACA code of ethics.* Author.

    American School Counselor Association. (2016). *ASCA ethical standards for counselors.*
        Author.

American School Counselor Association. (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Author.

Dollarhide, C. T., & Saginak, K. A. (2017). *Comprehensive school counseling programs: K – 12 delivery systems in action* (3rd ed.). Pearson.

Hatch, T. (2014). *The use of data in school counseling.* Corwin.

Runyan, H., Grothaus, T., & Michel, R. E. (2019). Classroom management competencies for school counselors: A Delphi study. *Professional School Counseling, 22*(1), 1-12.

Recommended:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

COURSE DESCRIPTION

COUN 6330. Organization and Administration of School Counseling Programs (3 credit hours) addresses the best practices in the creation, organization, and administration of school counseling programs. The roles school counselors have as leaders, collaborators, agents of systemic change, and advocates for the profession will be explored over the semester. Program implementation, and methods for data-driven decision-making will be presented. Student will also apply course content to further develop their professional identities as school counselors.

COURSE CACREP OBJECTIVES/STUDENT LEARNING OUTCOMES

| Standard	Content/Reading	Formative Assessment	Summative Assessment
School Counseling: Foundations			

CACREP Standards G.1.b: models of school counseling programs	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling	Class Discussion	Foundations of a Comprehensive School Counseling Program
CACREP Standards G.1.c: models of P-12 comprehensive career development	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling	Class Discussion	Foundations of a Comprehensive School Counseling Program
CACREP Standards G.1.e: assessments specific to P-12 education	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling	Class Discussion	Foundations of a Comprehensive School Counseling Program
School Counseling: Contextual Dimensions			
CACREP Standards G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling	Class Discussion	Stakeholder Interview
CACREP Standards G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling ASCA National Model	Class Discussion	Stakeholder Interview

CACREP Standards G.2.c: school counselor roles in relation to college and career readiness	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling	Class Discussion	Foundations of a Comprehensive School Counseling Program
CACREP Standards G.2.d: school counselor roles in school leadership and multidisciplinary teams	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling RAMP: Review for Success	Class Discussion	Foundations of a Comprehensive School Counseling Program
CACREP Standards G.2.e: school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action	Class Discussion	Foundations of a Comprehensive School Counseling Program
CACREP Standards G.2.f: competencies to advocate for school counseling roles	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling	Class Discussion	Stakeholder Interview
CACREP Standards G.2.j: qualities and styles of effective leadership in schools	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling ASCA National Model	Class Discussion	Stakeholder Interview

CACREP Standards G.2.m: legislation and government policy relevant to school counseling	Tennessee State Board of Education: School Counseling Model & Standards Policy (2017).	Class Discussion	Foundations of a Comprehensive School Counseling Program
School Counseling: Practice			
CACREP Standards G.3.a: development of school counseling program mission statements and objectives	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action	Class Discussion	Foundations of a Comprehensive School Counseling Program
CACREP Standards G.3.b: design and evaluation of school counseling programs	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling	Class Discussion	Lesson Plan Instruction
G.3.c: core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Classroom management: Runyan et al., 2019 Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling	Class Discussion	Lesson Plan Instruction
G.3.d: interventions to promote academic development	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling	Class Discussion	Lesson Plan Instruction

G.3.e: use of developmentally appropriate career counseling interventions and assessments	Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action Hatch, T. (2014). The use of data in school counseling	Class Discussion	Lesson Plan Instruction

COUNSELING SKILLS DEVELOPMENT CHART
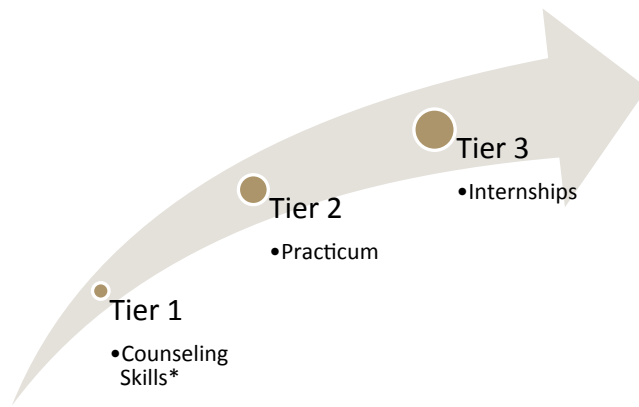
Tier 1: Counseling Skills (COUN 6360): Learning the basic counseling skills for helping through role-plays.

Tier 2: Practicum (COUN 6800): Learning how to implement counseling techniques with real students primarily through shadowing professionals. In addition, practicum includes faculty and on-site supervision.

Tier 3: Internship I & II (COUN 6830 & 7830): Performing counseling techniques with real students under faculty and on-site supervision.

STUDENT RESPONSIBILITIES
The following dispositions summarize the responsibilities accepted by the student participating in this course. Counseling and Psychology Graduate Program Information

1. **Scholarship** (mastery in coursework and competency in application)

2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)

3. **Respect for Diversity** (recognition of the needs and values of individuals)

4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)

5. **Reflection** (ability to asses one's own decision-making process and recognize consequences of behavior)

6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)

7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

MAJOR TEACHING METHODS

Instruction will consist of lecture, demonstration, group discussion/activities, and student led skills practice.

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

A. iLearn
B. Tk20: TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. There is a one-time-only system cost at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the TTU Tk20 website for more details.

TOPICS TO BE COVERED
1. The profession of school counseling
2. The context of p-12 schools
3. Comprehensive school counseling programs, including the ASCA National Model
4. Professional school counselors (PSCs) as leaders, advocates, collaborators, agents of systemic change, and consultants
5. Use of data-driven practices in school counseling program implementation
6. Direct and indirect student services
7. Professional, personal, and ethical issues in school counseling

GRADING AND EVALUATION PROCEDURES

The following assessment procedures will be used to evaluate students' knowledge of the course.
Evaluation and Assessment Procedures

Assignment	Percentage
Class Participation	10%
Foundations of a Comprehensive School Counseling Program	50%
Stakeholder Interview	20%
Lesson Plan Instruction	20%
Total	100%

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

Grading Scale

A	93 -100
B	85 – 92
C	77 – 84
D	69 – 76
F	<68

A grade of an A or B demonstrates Competency Skills level, while any grade C and below does not. In addition, a grade of an "I" is given only when a valid rationale for such a grade is presented and terms for completion of the course are agreed upon.

LATE ASSIGNMENTS

All assignments should be completed on or before the announced due date. Ten percent will be deducted for each day an assignment is late including weekend days. After three days, assignments will no longer be accepted, and the student will receive a zero on the assignment. It

is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

ASSIGNMENT FORMAT

All assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (*APA Publication Manual*, 7th ed.) including, title page, running head, quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

COURSE POLICIES

STUDENT ACADEMIC MISCONDUCT POLICY

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – Student Academic Misconduct at Policy Central.

ATTENDANCE POLICY

Attendance and on-time arrival are expected and of the utmost importance in a class of this nature. If you foresee missing more than one class over the course of the semester, please see me. ***Arriving late or leaving early is a disruption to the entire class; therefore, I ask that all candidates inform their classmates and myself if they are required to leave early or arrive late.*** You are responsible for making sure you receive the necessary assignments and class notes you miss.

If a student will miss more than one class (or more than two hours and 50 minutes of class time), the participation grade for the course will be impacted by the absence. One point for every 15 minute increment of time missed will be deducted after the initial one class absence.

ASSIGNMENTS AND RELATED POLICY

A) CLASS PARTICIPATION

A student's understanding of course content will be based upon their contributions to classroom discussion. The class discussion and activities are important and adequate preparation of coursework and readings is required. Students can earn full participation credit for this course by actively engaging each week (barring deductions for attendance). Minimal participation will result in a loss of points.

B) STAKEHOLDER INTERVIEW-DUE SEPTEMBER 21, 2021

Students will conduct an interview with a school counseling program stakeholder, such as a K-12 student parent/caregiver or a K-12 teacher, school administrator, or other school personnel. Students will explore the stakeholder's perception of the school counseling program and submit

a summary and reflection on their findings via iLearn. Additional information will be provided in a separate handout.

D) LESSON PLAN AND INSTRUCTION-DUE NOVEMBER 2, 2021
The major project associated with the course if the development of a comprehensive school counseling program. One component is the development of school counseling curriculum and lesson plans. Students will create a curriculum unit comprising of three lessons.

Students will demonstrate the instruction of one lesson plan in class to their peers and instructor. During the 40-minute lesson, students will practice time management, classroom management, and curriculum delivery skills. Students will receive feedback from their peers and instructor. Students will reflect upon their own performance in a brief reflection paper due within 48 hours of their presentation. Additional information will be provided in a separate handout.

E) FOUNDATIONS OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM-DUE DECEMBER
Students will explore several components of a comprehensive school counseling program (CSCP) and multiple roles of a school counselor. Using the ASCA National Model (ASCA, 2019) as a framework, students will create sections of a portfolio showcasing artifacts from a mock school counseling program of their creation. Additional details regarding this assignment will be provided in a separate handout.

FLEXIBILITY STATEMENT
The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge and competencies will be used to modify the course syllabus. **I am happy to meet with you and discuss ways you can be more successful**.

DISABILITY ACCOMMODATION
Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – Services for Students with Disabilities at Policy Central.

COVID – 19
1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech's webpage, building and facilities signage, and similar publications. The university's Return to Campus Student Handbook can be found at https://www.tntech.edu/return/index.php.
2. According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.

3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

COURSE SCHEDULE

COUN 6330: ORGANIZATION AND ADMINISTRATION OF SCHOOL COUNSELING PROGRAMS

Week	Date	Content	Assignments (due by class time)	Readings
1	8/24	Introduction, Course Overview, and Syllabus Review		*Syllabus*
2	8/31	CSCPs Overview		**D&S: 1-3* **H: Intro, 1-2*
3	9/7	ASCA National Model Types of Data		*D&S: 4* *H: 3-4, 6*
4	9/14	CSCP major components		*D&S: 5-8*
5	9/21	Program implantation and delivery tools	**Stakeholder Interview**	*D&S: 9, Appendix B* *H: 5, 7, 9*
6	9/28	No Class: TNSCALI	extra credit for attendance	
7	10/5	RAMP: Review for Success		*RAMP applications*
	10/12	**Fall Break**		
8	10/19	RAMP: Review for Success		*RAMP applications*
9	10/26	Partnerships Systemic Change		*D&S: 10* *H: 8*
10	11/2	Results reporting Classroom management	**Lesson Plans**	*H: 10, 11* *Runyan et al., 2019*
11	11/9	Lesson Plan Instruction	**Bhoomi P.** **Jacee V.** **Tisha S.**	*D&S: 11* *H: 12*
12	11/16	Lesson Plan Instruction	**Alec P.** **Shawna P.** **Dustin R.**	*D&S: 12* *ACA & ASCA Ethical Standards*
13	11/23	Lesson Plan Instruction	**Tessa C.** **Olivia W.** **Brandi R.**	
14	11/30	Consultation	**Foundations of a CSCP DUE: 12/2**	
15	12/7	Portfolio Debrief		
16	12/10 - 15	**Finals Week**		

*Please note that D&S refers to Dollarhide and Saginak (2017) and H refers to Hatch (2014).