CSUN | CALIFORNIA STATE UNIVERSITY NORTHRIDGE

Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus
EPC 689: Leadership in School Counseling
Wednesdays 7-9:45pm – Fall 2021 (Hybrid Course)

"When you see something that is not right, not fair, not just, you have to speak up. You have to say something; you have to do something." - John Lewis, U.S. Representative and Civil Rights Activist

Instructor: Erin R. McMichael, M.S., PPS
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Email: erin.mcmichael@csun.edu *Note:* I will respond to email communication within 48 hours.

Virtual Office & Classroom Link (Zoom) – Zoom invitation will be sent prior to each class meeting via e-mail
Virtual Office Hours: Wednesdays, 6-7pm via Zoom by appointment only (you can call or text me up to ten minutes before 6:00pm)

Course Description

Overview of the knowledge and skills required for effective leadership in schools by school counselors, with an emphasis on organizing, implementing, managing and evaluating comprehensive school guidance and counseling programs. Topics include leadership theory and principles; current research in educational leadership, leadership skills, education reform movements, strategic planning, school climate and culture, school-based management and collaborative decision making; school counseling management systems; and team building.

Units: 3

Prerequisite: EPC 682; EPC 659A/B; Admission to a CSUN Master's Degree Program in Counseling

College of Education Conceptual Framework

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to *Excellence and Innovation*. Excellence in the acquisition of professional

knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- **E**xcellence in professional and academic preparation
- **E**vidence of growth and renewal
- **E**thical and caring professionals

Collaborative partnerships
Communities of diverse learners
Creative and reflective thinking

The counseling programs at CSUN are designed based on a learning-centered, outcome-based educational principles as described below:

Learning-Centered Education
- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education
- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from the following sources:
1. The California Commission on Teacher Credentialing (CTC) standards for School Counseling.
2. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling.
3. The Student Learning Objectives developed by the departmental faculty.

How this course meets all of these requirements is outlined below.

The School Counseling Performance Expectations (SCPE) Covered in the Class

SCPE 1: Foundations of School Counseling Professional Standards	
SCPE 1.1	Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems.
SCPE 1.4	Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.
SCPE 2: Professionalism, Ethics, and Legal Mandates	
SCPE 2.1	Develop and apply an ethical decision-making process.
SCPE 2.2	Articulate school counseling philosophy as it pertains to school counselor professional identity.
SCPE 2.3	Locate and identify key state provisions such as California Education Codes (EC § 49600, 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement.
SCPE 2.8	Knowledge of empirically validated practices and programs, and apply those practices and programs in an ethical manner.
SCPE 2.9	Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless, social and economically disadvantaged, and LGBTQ+.
SCPE 2.11	Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.
SCPE 3: Student Academic Development	
SCPE 3.3	Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.
SCPE 6: Educational Foundations: Growth and Development, Learning Theory, Academic Achievement	
SCPE 6.4	Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments.
SCPE 6.7	Review and analyze appropriate state and national evidence-based curriculum for Pre-K- 12 social/emotional learning.
SCPE 6.10	Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement.
SCPE 7: Leadership and Advocacy in Social Justice, Equity, and Access	
SCPE 7.1	Understand and demonstrate the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.

SCPE 7.2	Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.
SCPE 7.3	Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.
SCPE 7.10	Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education.
SCPE 7.11	Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.
SCPE 8: Program Development	
SCPE 8.1	Understands the organization and structure of schools as part of district, county, and state educational systems.
SCPE 8.2	Plan, develop, implement, and evaluate a comprehensive school counseling program and the program's role connected with the overall school plan.
SCPE 8.4	Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment.
SCPE 8.6	Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.
SCPE 8.7	Ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs.
SCPE 9: Research, Program Evaluation, and Technology	
SCPE 9.1	Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions).
SCPE 9.7	Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.

CACREP Standards Covered in this Class

The Core CACREP standards covered in this class:

PROFESSIONAL COUNSELING IDENTITY	
1. Professional Counseling Orientation and Ethical Practice	d. The role and process of the professional counselor advocating on behalf of the profession
	e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
	g. The effects of power and privilege for counselors and clients
	k. Strategies for personal and professional self-evaluation and implications for practice

5. Counseling and Helping Relationships	e.	the impact of technology on the counseling process
	i.	development of measurable outcomes for clients
	j.	evidence-based counseling strategies and techniques for prevention and intervention
8. Research and Program Evaluation	b.	Identification of evidence-based counseling practices
	c.	Needs assessments
	d.	Development of outcome measures for counseling programs
	i.	Analysis and use of data in counseling

The School Counseling Specialty standards covered in this class:

School Counseling - Foundations	1b.	Models of school counseling programs
School Counseling – Contextual Dimensions	2a.	School Counselor roles as leaders, advocates, and systems change agents in P-12 schools
	2d.	School counselor roles in school leadership and multidisciplinary teams
	2f.	Competencies to advocate for school counseling roles
	2j.	Qualities and styles of effective leadership in schools
	2k.	Community resources and referrals sources
	2n.	Legal and ethical considerations specific to school counseling
School Counseling – Practice	3a.	Development of school counseling program mission statements and objectives
	3b.	Design and evaluation of school counseling programs
	3c.	Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
	3f.	Techniques of personal/social counseling in school settings
	3h.	Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
	3n.	Use of accountability data to inform decision making
	3o.	Use of data to advocate for programs and students

Specific Course Learning Objectives

The learning activities in this course will enable students successfully completing the class to do the following:

1. Describe the components of a comprehensive school counseling program.

2. Identify and evaluate leadership skills necessary when working with school staff, parents, students, community-based organizations, and businesses that facilitate a productive school and organizational culture and climate.
3. Compare leadership styles and examine the relationship of leadership to decision-making.
4. Recognize and describe the principles of effective leadership and advocacy.
5. Demonstrate an understanding of critical academic issues facing low socio-economic, students of color, foster and homeless students.
6. Examine what high performing schools are doing to effect change, improve achievement and facilitate a productive school and organizational culture and climate.

Policies and Resources

Attendance

In "normal" times, students manifest their responsibility in the regularity and punctuality of their attendance. Due to this semester being conducted entirely remotely, attendance is more of an arbitrary concept and therefore will be somewhat flexible. We are all balancing our lives as best we can during the continuing pandemic, and it is not always possible to commit to being somewhere at any given time. Life happens, and especially right now, the unexpected comes up more often than we would like. Therefore, attendance will be considered by your participation in any scheduled required online synchronous meetings we have (none will ever be outside of the assigned date and time for this course, Weds. at 7-9:45p) and if you are unable to attend an online lecture date, e-mailing your instructor as soon as you can will be sufficient. ***In cases of absence, any scheduled assignments are due to the instructor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings. ***All scheduled/required online lecture dates are posted in the tentative syllabus schedule and are subject to change. Advanced notice will be given as early as possible should any changes be made to the lecture schedule.*** Because our lives have been upended by this pandemic in various ways, we will not be meeting every Wednesday from 7-9:45pm like we normally would on campus, in-person. Mandatory Zoom meetings will be posted in the schedule below. When we do meet, the start time will always be 7pm but end times will vary based on the evening's agenda.

Due Dates and Times

Due dates and times are typically non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity or extreme circumstance. If a student needs extra time to turn in a group-based assignment, the student will need to negotiate within the group, before contacting the instructor, with a proposed alternative due date. The instructor reserves the right to propose alternative due dates as well. Assignments are always due on the identified date by the beginning of class (7pm) and must be submitted via Canvas. There will be no rewrites of assignments;

therefore, it is necessary that you submit your best work. ***Note:*** Emailed assignments will not be accepted.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the University's Incomplete Request Form (Incomplete Request).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the ***first two weeks of class***, so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for class discussions.
- Managing paperwork effectively.
- Managing technology effectively (if you have need of technical assistance, you can attend the IT office on campus or visit http://www.csun.edu/it to submit a help ticket).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
    1. ***Note****:* It can be very tempting to check email, social media, play games, etc. during class when using technology at your desk and/or at home. Should you ***appear*** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Maintaining a private, quiet, distraction-free environment whenever possible during mandatory online lectures. However, you will not be penalized if your dog, cat, child, or Domino's pizza delivery person appears on your screen. It will likely be a welcome moment of entertainment for everyone.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off or silenced your cell phone during online and in-person lectures.

- Zoom Class social norms: 1) Eating/food is okay; just don't be loud, gross and obnoxious about it; 2) Be mindful of background noise when engaged in online lecture and presentations; 3) Be respectful of others' opinions – Disagree with the opinion and not the person; 4) Be engaged when colleagues are presenting; 5) This should go without saying, but, please do not attend class while visibly intoxicated or under the influence of alcohol and/or non-prescribed or illegal drugs.

Students who have difficulty in one or more of these areas may have their participation grade lowered, and in severe cases may be referred to the department Student Affairs Committee for further review.

Maintaining a Respectful Learning Environment for All
Students and faculty each have responsibility for maintaining a respectful learning environment in which to express their opinions. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences such as race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, age, and veteran status. Meaningful and constructive dialogue is encouraged in this class and requires mutual respect, a willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's choice of words and use of language is a critical component of respectful discourse as we work together to achieve the full benefits of creating a classroom in which all people can feel comfortable expressing themselves.

Statement Regarding Sexual Misconduct Disclosures and Maintaining a Respectful Learning Environment
Students and faculty each have responsibility for maintaining a respectful space to express their opinions. Professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with differences in race, color, gender and gender identity/expression, sexual orientation, national origin, religion, disability, and age. In this course, the topic of sex (including sexual misconduct/sexual violence) may emerge either purposefully or inadvertently in readings, films, class discussions or other class materials. We recognize that such topics may be particularly upsetting for some survivors; we encourage all students to seek the support they need. While making personal connections with the topics studied in any course can be a meaningful and important endeavor, please be aware of the following policy regarding confidentiality and disclosures of incidents of sexual misconduct/sexual violence.

As your instructor, one of my responsibilities is to help maintain a respectful learning environment on our campus. In the event that you choose to write, speak or otherwise disclose about having experienced sexual misconduct/sexual violence, including rape, sexual assault, sexual battery, dating violence, domestic violence, or stalking and specify that this violence occurred while you or the perpetrator were a CSUN student, federal and state laws require that I, as a "responsible employee," notify our campus Title IX Coordinator. The Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including possibilities for holding accountable the person who harmed you. Know that you will not be forced to share information and your level of involvement will be your choice.

CSUN's Title IX Coordinator is:

Susan Hua
University Hall, Room 285
Phone: (818) 677-2077
E-Mail: susan.hua@csun.edu

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak **confidentially** with CSUN's Care Advocate.*

CSUN's Care Advocate is:
Paria Zandi
Klotz Student Health Center, Room 140G
Phone: (818) 677-7492
E-Mail: paria.zandi@csun.edu

For more information regarding your university rights and options as a survivor of sexual misconduct/sexual violence, please visit the University's Title IX website at:
http://www.csun.edu/shinealight

*Note: If it is determined that an alleged perpetrator poses an imminent threat to self or others, or if person(s) under 18 years of age are involved, our Care Advocate is required to notify our Department of Police Services.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA), and need course materials in alternative formats, notify the professor **within the first two weeks of class**. Students interested in accommodations should contact the University's office for students with disabilities (Disability Resources and Educational Services, 818/677-2684); only this office can recommend and arrange for accommodations. No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate any special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 7th edition*. Additionally, students must submit original work. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 7.5 points. Any student caught cheating will be referred to the department Student Affairs Committee.

Student Services Links

Device Loaner Request Form
Request a loaner device for academic use during fall 2021 term

Career Center
Find jobs, internships, workshops, and mentors to jumpstart your career

Children's Center
Conveniently located on campus to provide affordable childcare

Disability Resources and Educational Services
Offers services to students with disabilities

Educational Opportunity Program (EOP) Dream Center
Provides information and assistance to undocumented students, members of mixed-status families and allies

Equity and Diversity
Investigates campus discrimination cases related to race, age, sexuality, and gender

Wellness and Fitness
Make time to take care of yourself with **Oasis Wellness Center**, **University Counseling Services**, **Student Recreation Center** and **Student Health 101 e-magazine**

CSUN Campus Store
Find Northridge spirit gear and student discounts on computers and software

National Center on Deafness
Offers services to those who are deaf or hard of hearing

Health Services

Klotz Student Health Center and **smoking-cessation programs** can help you stay healthy

Student Assistance Resources
On-campus resources for Matadors who find themselves in need include the **CSUN Food Pantry**, **Women's Research and Resource Center Food and Toiletry Pantry** and the **MataCare Grant**, to help students with emergency financial needs

Transportation
Check out several modes of transportation on and around campus

Additional Services:

Writing Center (SMART Lab)
Learning Resource Center

The Pride Center

Research and Library Assistance

CSUN Student Conduct Policies

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These assignments are graded using a scoring rubric and are used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignment for this course is:
> **The Comprehensive School Counseling Program Handbook**

Instructional Format

This graduate course will include online lectures, discussions, presentations, experiential activities, research assignments and self-assessment. The course will include online components on Canvas (http://canvas.csun.edu); use your CSUN user ID and password to log on.

Required Texts:

Young, A. & Miller Kneale, M. (2013). *School counselor leadership: The essential practice*. American School Counseling Association.

Atkins, R., & Oglesby, A. (2018). *Interrupting racism: Equity and social justice in school counseling.* Taylor & Francis.

Recommended Reading and Resources for Assignments:

DeVoss, J., & Andrews, M. (2006). *School counselors as educational leaders*. Houghton Mifflin Co.

Overview of Course Activities & Assignments

1. ***Professional School Counseling Program Handbook (40 points)***: Students will work in groups as a simulated School Counseling Staff to create their own comprehensive school counseling program at one of the levels of the PreK-12 school system. You will create a

school counseling program handbook as a final product, which will be based on what you have learned through exploration of the ASCA National Model for School Counseling Programs, the California Results-Based School Counseling and Student Support Guidelines, and the Transforming School Counseling Initiative. You may include DVDs, CDs, and websites for creative additions. Everything in your program should fit within the four areas of the ASCA national model: Foundation, Delivery, Management, and Accountability. **(CACREP Core Standards addressed—Professional Counseling Identity: 1d, 1e, 1g, 1k; Counseling and Helping Relationships: 5e, 5i, 5j; Research and Program Evaluation: 8b, 8c, 8d, 8i; CACREP Specialty Std. 1b, 2a, 2d, 2f, 2k, 3a, 3b, 3c, 3f, 3h, 3n, 3o) (SCPE 1.4; SCPE 8.2)**

The Handbook should include the following:

a) School counselor contact information (emails, phone numbers, websites, etc.).

b) Formal Table of Contents

c) Mission Statement that incorporates key elements from the districts mission statement and the ASCA national model and/or the CA Results-Based School Counseling and Student Support Guidelines

d) Executive Summary related to advocacy efforts of the SC department to address institutional and social barriers that impede access, equity, and success for students (SCPE 7.1)

e) Sample consent form to parents to be sent at the start of the academic year to obtain their consent for their child to engage in counseling

f) Confidentiality statement and mandated reporting requirements

g) School Counseling Program Policies includes statements on Confidentiality for Individual and Small Group Counseling, *and permission slips* (SCPE 5.5)

h) A comprehensive student needs assessment (given to students at your fieldwork site to identify programming needs of students to support academic, social/emotional, and college and career readiness). *Sections m-p below will be influenced by the results of the needs assessment* (SCPE 8.4)

i) School Data: (SCPE 8.3; SCPE 9.7)
   - o Select a local school district and include the following (all information can be found by accessing the school website, the California Department of Education [CDE] data system, Safe and Drug Free Schools and Community Reports, the CHKS, etc.):
     - ▪ Geographical location of the school
     - ▪ Student Demographics, including population, ethnicity by percentage
     - ▪ Graduation rates
     - ▪ SES data
     - ▪ EL population
     - ▪ Students in SPED classes
     - ▪ Behavioral reports, discipline reports
     - ▪ Community information
     - ▪ How the school counseling program is connected to the overarching school plan AND addresses how the above information is used in developing prevention and intervention programming

j) Rationale/Philosophy for the program includes a statement about your school's mission, your staff's philosophy of school counseling, overall theory or theories of counseling, and describing program's implementation of the ASCA National Model for School Counseling, the ASCA National Standards

k) Sample of how your program is linked to various <u>school reform movements</u> aimed at improving student academic achievement and social/emotional development (**SCPE 7.2**)

l) Brochures and/or flash drives to market your counseling program (e.g., "Who is yourschool counseling staff?" "Small groups offered," etc.)

m) The Roles, Functions, and Activities of School Counselors, which include overviews of the activities and functions each of the school counseling staff perform

n) Two *sample* core curriculum classroom lessons on "hot-button" issues (e.g., cyberbullying, ATOD, suicide, LGBTQ+, and others) occurring inschools today; including evidence-based practices for intervening with students around these topics and culturally responsive practices connected with the lessons (**SCPE 5.10**; **SCPE 7.3**)

o) A *sample* overview of a Psycho-educational Small Group Experience targeting one of the hot-button issues identified in *n* above (**SCPE 5.10**)

p) A *sample* of the broad range of Consultation Services offered to students, parents/families, and staff

q) A *sample* of how your program utilizes school, family, and community partnerships, and options for workability (if any) (**SCPE 3.3**; **SCPE 8.6**)

r) List of Resources for Counselors and all other School Personnel (e.g., local community, state, and national resources) that may be of benefit in working with students, or focusing on self-care

s) School Counseling FULL Year **AND** Sample Weekly Program Calendar

t) Sample of how your school counselors handle specific Emergency Procedures (e.g.,steps to contacting Child Protective Services; handling a rape victim case, etc.) in conjunction with the principles of school safety (**SCPE 5.5**)

u) Information on how your counseling program address the following: (**SCPE 3.9**; **SCPE 5.5**; **SCPE 7.4**)
    o Mental Health related concerns of students;
    o Engaging with diverse students;
    o Student Success Issues

v) Explanation of your school counselors' role in relation to the school plan in the event of a crisis**.** Examples: Suicide, Homicide, Unexpected Death, Shootings, Bombing; inconjunction with the principles of school safety. (**SCPE 5.5**; **SCPE 5.8**)

w) Sample of your school counselors' roles in the IEP process (beginning to end)

x) Assessment and Evaluation information for your School Counseling Program (provide specific examples), e.g., perception, process, and outcome data (**SCPE 9.1**)

y) Evaluation Tool for the Effectiveness of your School Counseling Program

z) Three Separate Needs Assessments (Parents, Students, and Teachers) for identifying student needs (**SCPE 8.4**)

aa) Discussion related to how your counseling department remains current in the fieldbb) A complete list of references

2. ***Editorial Write-up for Newspaper or PD Presentation for Teachers & Administrators (25 points)***

Students will write an editorial for a local newspaper about the field of school counseling, including who the school counselor (SC) is, the role of the SC including their duties and responsibilities, how SCs benefit students, and so forth. Your editorial should follow the formatting guidelines of the newspaper you choose, so you will need to first do research to identify a newspaper (print or online). If you choose an online newspaper outlet, it must be a reputable newspaper. You will need to modify your write-up to fit the allowed number of words, while also including all of the required information above. You will submit the editorial write-up and confirmation of submit to the newspaper.

OR

Students can choose to give a professional development presentation to teachers and administrators* about the field of school counseling, including who the school counselor (SC) is, the role of the SC including their duties and responsibilities, how SCs benefit students, etc. **(CACREP Core Standard 1d; CACREP School Counseling Specialty Standards 2a, 2f)** *Most if not all of you should be at a site, in person, for your fieldwork. The way you present is dependent upon your site's rules; you can present in person or via Zoom. Either way, you will need to find a way to present to the EPC 689 class—either by showing a recording of the Zoom presentation that you did or by showing us a recording of the in-person presentation (you might need to ask for help on how to record this if you do it in person). Alternatively, you may choose to present to your EPC 689 class "live" as a dress rehearsal before you actually present. We will go over all these options in class. There will be flexibility offered in how this gets presented.

3. *Leadership Journey Exercise (15 points):* As future school counselors and school leaders, it is important to examine your current leadership style, identify leadership skills you possess, and those you want to acquire in the near future. With this in mind, you will create a comprehensive leadership development plan. The plan has two major parts. First, you will engage in self-analysis of your leadership competencies. Next, you will reflect on your analysis and propose a plan and engage in the plan to develop your leadership skills. The analysis will include examining the gaps as to where you are now, and where you want to be as a leader. You will also have opportunities for peer and instructor feedback on these documents prior to your final submission. Scores will be awarded after the final submission. **(CACREP Core Standards addressed 1k; Specialty School Counseling Contextual Dimensions: 2a, 2d, 2j, 2k) (SCPE 2.12)**

4. *Participation and Professional Engagement / Reading Facilitations and Discussions (20 points):* *Participation*: This portion of the grade covers professionalism—professional conduct and attitude—which reflects an understanding of professional ethics codes, such as those set forth by ACA and ASCA, as well as the quality of student participation in classroom exercises and discussion. See rubric on p. 19 re: grading for participation and professionalism. Reading facilitations will be assigned throughout the semester. See next paragraph for details. **(SCPE 2.12)**

   Also included within participation and professional engagement is the requirement for students to facilitate a discussion on the reading for the week. Each week, students will be responsible for facilitating a discussion on the assigned reading for class. In pairs (some weeks may require a single student), students will sign up to facilitate a class discussion about a significant topic pulled from the reading for that week. Students will be rated on their ability to engage their peers in discussion, their ability to connect the reading to other relevant areas or aspects related to school counseling leadership, and on their graduate-level APA style writing ability. Discussion facilitation sign-ups will occur during the second week of class. **(CACREP Specialty Std. addressed—School Counseling Contextual Dimensions: 2a)**

Formatting Instructions

All assignments must be typed in accordance with the current edition of the APA *Publication Manual* (available in the bookstore). Additionally, students should use the following guidelines:

- The papers must be double spaced in *12-point* Times New Roman or similar font. Use *1-inch margins on all sides*; this is to ensure that everyone has a similar understanding of "one page."
- Students are encouraged to use *headers* to structure their papers (if applicable). Please use the format for two levels of headers (APA 7th ed.); bolding may be added to level one and italics are required for level 2 headings.
- Papers will be uploaded to Canvas instead of printing and stapling physical copies. Please note, the cover page and Reference page(s) are *not* included when counting paper length.
- Use full APA coversheet format; no additional information should be added (e.g., class number, professor name, etc.)

Note: All writing submitted to the professor should be a final draft, free of spelling, grammatical, stylistic, and typographical errors. Students are encouraged to allow ample time for writing, keeping in mind the frequency of computer glitches. *They Say/I Say* by Graff and Birkenstein (text may be ordered through Amazon.com or Barnes & Noble [BN.com]) is an excellent resource for academic writing. Students who would like extra assistance may contact the instructor for additional university and program resources.

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Program Handbook	40%
Editorial Write-up or PD Presentation	25%
Reading Facilitations, Discussions/Participation/Professionalism	20%
Leadership Journey Reflection	15%
Total	100%

*Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA & ASCA Code of Ethics, department and university student Codes of Conduct, etc.).

Grading System

A 100-point grading scale will be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course, but a grade of A+ is granted for exceptional work in the class. ***Note****:* No grade will be rounded up or down.

Points	Grade
97+	A+
93-96	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
72-77	C
70-71	C-
60-69	D
Below 60	F

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a "C" can be counted in the formal program. Any grade of "C-" or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a "C" or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Tentative Course Schedule

The professor reserves the right to modify the course schedule and content to meet course goals when needed

Date	Weekly Course Topic Assignments	Readings Assigned:	**Assignments Due**
Week 1: 9/1 **Mandatory Zoom Lecture**	Introductions; Mindfulness check-in; Syllabus review; Overview of Course	None (make sure you have all your assigned texts and check Canvas for article resources)	
Mandatory Zoom Lecture: Discussion of your experiences with school counseling during the pandemic	School Counseling during COVID-19 pandemic – is it even over yet?	a) *Counseling kids during the coronavirus: A tough job made even tougher*...Morton (The Hechinger Report) b) *'A drastic experiment in progress': How will coronavirus change our kids?...*Preston (The Hechinger Report)	**Introductions (Canvas)** **Be prepared to discuss readings during tonight's lecture!**
Week 2: 9/8 **No Lecture**	School Counselors as part of the broader school system (==**SCPE 8.1**==); ASCA Mindsets & Behaviors; ASCA Competencies review	**a)** ASCA mindsets & behaviors **b)** ASCA school counseling competencies ==SCPE 1.4==	
Week 3: 9/15 No Lecture	History of Leadership in school, evolution of the school counselor role & importance of collaboration	**a)** *Transforming the role of the counselor to Provide Leadership in Educational Reform* (Bemak, 2000) **b)** *History of Counseling, Emergence of School Counseling, and Classroom Guidance* (Ziomek-Daigle, Ch. 1, 2015) **c)** *Transforming School Counseling: A National Perspective* (Martin, 2002)	**Discussion Facilitation (1 person): Professor McMichael**

Week 4: 9/22	Interrupting Racism-Equity and Social Justice in School Counseling: Part 1 – Building a Foundation of Understanding (**SCPE 3.9**; **SCPE 7.4**)	a) Ch. 1 – A Brief History: Integration, The Achievement Gap and Student Success b) Ch. 2 – White Privilege: A Taboo of Advantage c) Ch. 3 – Implicit Bias: A Disconnect Between Intention and Outcome All from Atkins & Oglseby (2018)	**Discussion Facilitation (2 person):**
Week 6: 9/29	Counselors as Leaders and Agents of Change: What is the role, how can it be better defined? Putting Leadership into Action: "We know this, but what do we do with it?" (**SCPE 7.1**)	**a)** *Stretching Leadership: A Distributed Perspective…* (Janson, Stone & Clark, 2009) **b)** *2020 School Counselor of the Year Finalist Panel: Agents of Change in School Counseling (recorded webinar),* ASCA **c)** Webinar: *State of the Profession Q&A* (ASCA, 2021)	**Discussion Facilitation (2 person):**
Week 5: 10/6	Leadership Skills: Innate, Learned or Both?	**a)** *The Messy Process of School Counselor Leadership* (Dollarhide, 2013) **b)** *School Counselors' Emotional Intelligence and Its Relationship to Leadership* (Mullen, Gutierrez & Newhart, 2018) **c)** *The Leader Within* (Wong, ASCA 2013)	**Discussion Facilitation (1 person):**
Week 8: 10/13 **Mandatory Zoom Lecture**	Building change / Social Justice, Civil Rights & Anti-Racism in 2021	**a)** *How School Counselors Can Address Students Race-Based*	**Leadership Journey Submission (Part One) DUE**

	Interrupting Racism: Equity and Social Justice in School Counseling (**SCPE 3.9**; **SCPE 7.1**; **SCPE 7.3**; **SCPE 7.4**)	*Stress & Trauma (recorded webinar),* (ASCA, 2020) **b)** *Will Our Lives Still Matter? Season 2, Ep 10 (podcast),* (The Leadership Conference of Civil & Human Rights, 2020) **c)** Building Change Part II Ch. 5 – *Teach Them Well…*, & Ch. 6 – *The Benefit of Staff Reflection* (Atkins & Oglesby, 2018)	**Discussion Facilitation (group of 2):**
Week 8: 10/20 No lecture; individual group appointments	Utilize time to work on program handbook, leadership journey assignments	**No Lecture this Week – Schedule a 15-20 minute Zoom appt with instructor (one appt per group) on Weds 10/20**	**First draft of Program Handbook DUE on Sunday 10/24**
Week 9: 10/27	Designing a Comprehensive School Counseling Program: Utilizing SC Leadership Teams and New Advocacy Strategies; Connecting to work & community (**SCPE 3.3**)	**a)** *School Counseling Leadership Team…*(Kaffenberger, Murphy & Bemak, 2006) **b)** *New Professional Roles and Advocacy Strategies for School Counselors…* (Bemak & Chung, 2008) **c)** *The School Counselor Leadership Survey* (Young & Bryan, 2018)	**Discussion Facilitation (1 person):**
Week 10: 11/3 **Non-Mandatory Zoom Check-in (7pm)**	Unpacking the three broad domains: Academic, Career, Social/Emotional (**SCPE 1.4**)	**a)** *A Social-Emotional Leadership Framework for School Counselors*. (Bowers, Lemberger-Truelove & Brigman, 2017) **a)** *Counselors as Leaders in Schools* Wingfield, Reese & West-Olatunji, 2010)	**Discussion Facilitation (1 person):**
Week 11: 11/10	Connecting leadership with other aspects of school counseling	**a)** *School Counselors as Program Leaders…*(Dollarhide, 2013)	**Discussion Facilitation (1 person):**

		b) *Using Leader-Member Exchange Theory...* (Clemens, Milsom & Cashwell, 2009)	
Week 12: 11/17 **Mandatory Zoom Lecture: Discussion of Ch. 8 in Atkins & Oglesby (2018) "Case Scenarios"**	Interrupting Racism: Equity and Social Justice in School Counseling Building Capacity of Stakeholders (==SCPE 3.9==)	For class tonight: everyone please read chapter 8 in the Atkins & Oglesby (2018) textbook and be prepared to answer questions about the case scenarios listed in the chapter.	**No formal discussion facilitation due online – will be in class**
Week 13: 11/24	Building Capacity of Stakeholders (continued)	Part III Ch. 9 – *Utilizing Data for Systemic Change &* Ch. 10 – *Change is Hard: Responding to Criticism...* (Atkins & Oglesby, 2018)	**Discussion facilitation (1 person):** **Leadership Journey final submission due (Parts One and Two) Weds, 11/24**
Week 15: 12/1 Mandatory Zoom Lecture	Using Data Effectively to Enhance the View of Your Role – and to help persuade stakeholders the importance of the professional school counseling profession	a) *Accountability and Data-Driven Decision Making* (Stone & Dahir, *The Transformed School Counselor, 2015*) b) *Using Results to Get Results* (O'Grady, 2014)	**Discussion facilitation (2 person):**
Week 14: 12/8	***Use this week to work on finalizing your handbooks!***		**Final Discussion facilitation from week of 12/1 reading due**
Week 16: 12/15 **Mandatory Zoom Lecture**	Wrap-up; evaluations; review of course content; final reflections	None	**Final Program Handbook DUE Weds, 12/15**

			Faculty Evaluations (Student Volunteer)

Participation & Professional Engagement Rubric (SCPE 2.12)

	Excellent	Adequate	Fair	Poor
Attendance	Attends all classes, arrives on time and stays for the entire class	Misses one full class; or arrives late to class twice; and/or leaves early twice	Misses two full classes; or arrives to class late three or more times; and/or leaves early three or more times	Misses more than two full classes without communication with professor re: extenuating circumstance
Professionalism	Meeting all areas listed on pg. 7	Meeting at least 8 areas listed on pg. 7	Meeting at least 7 areas listed on pg. 7	Meets 6 or fewer areas listed on pg. 7
Class and small group participation	Successfully facilitates a discussion about the reading. Regularly asks/answers questions and/or makes observations that are indicative of reflective practices and critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all quick writes, pop quizzes, and/or response requests.	Successfully facilitates a discussion about the reading. Occasionally asks/answers questions and/or makes observations that are somewhat indicative of reflective practices and some critical analysis; discussion is appropriate to the topic, lecture, discussion, and/or assigned readings. Participates in all but 1 quick write, pop quiz, and/or response request.	Has difficulty engaging class in a discussion about the reading. Rarely asks/answers questions or makes comments; some familiarity with topic, lecture, or assigned readings. Missing two quick writes, pop quizzes, response requests, or a combination of two.	Does not facilitate a discussion in class. Never asks/answers questions or makes comments that indicate any familiarity with the topic, lecture, or assigned readings. Misses all quick writes, pop quizzes, and response requests, or more than 3 combined.

Total points possible: 15

EPC 689 INDEX for CTC Standards

Pages on which CTC Standards are Introduced in yellow, Practiced in teal, and Assessed in green

SCPE	Introduced
1.4	12, 17, 19
2.12	12, 14, 22
3.3	13, 18, 19, 20
3.9	13, 18, 19
5.5	12, 13
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5.10	13
7.1	12, 18, 19
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7.4	13, 18, 19
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8.2	12, 13
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8.7	12
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