

**Oregon State University
College of Education
Counseling Academic Unit
COUN 546
Leadership of School Counseling Programs
(3 credit hours)
Summer, 2016**

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Course Description:

Current trends in school counseling, on both a local and national level are addressed in COUN 546. This course is designed to prepare school counselors as ethical practitioners within the K-12 school system and team leaders in the development and implementation of comprehensive school counseling programs. Principles of leadership, system change, and advocacy are introduced. State and National Comprehensive School Counseling models are examined.

Required Course Textbooks and Resources:

Grenny, G., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2013). *Influencer – The New Science of Leading Change*. McGraw-Hill: New York, NY.

Oregon's Comprehensive Guidance and Counseling Program. Download from:
<http://www.ode.state.or.us/search/results/?id=132>

Redesigning School Counseling:

You will receive instructions on how to go to <http://cgi.asainstitute.org/cgi-bin/rsc/subscribe-school> and with your assigned colleague(s) register to create a school such that data will then be downloaded for you to use in designing your comprehensive school counseling program.

Zoom:

You will be using Zoom for online meetings with your School Counseling Colleagues. For those of you who have not already registered for a free Zoom account, go to [zoom.us](https://www.zoom.us/) and register for your free account. <https://www.zoom.us/>

For those of you new to Zoom, your teammate(s) will be familiar with Zoom and we can also do a brief orientation to Zoom in the first class as necessary.

ASCA: American School Counselor Association

Hopefully you have joined ASCA and maintained your membership in ASCA. During

this class and then during your internship, you will have full opportunity to utilize the many resources available to you as an ASCA member. One consideration is that you might consider sharing a membership with a member of your team in order to economize on expenses.

<http://www.schoolcounselor.org/>

Note Bene: You are invited to periodically during this class pull out the text you used in the TCE 541 Professional Orientation class during your first summer. You might review those sections of that text that focus on the School Counselor’s Role in closing the achievement, access, and attainment gaps: Erford, B.T. (2014). *Transforming the school counseling profession (4th. ed)*. Upper Saddle River, NJ: Pearson Education, Inc.

Methods:

Evaluation:

Course grades will be based on the following requirements:

Class Attendance: Two classes X 25	50
Discussion Board Responses: Seven weeks X 20	140
Technology Presentation Class # 2	30
Advocacy Presentation Class # 2	30
Final Assignment	100
Total points	350

PROCEDURES AND REQUIREMENTS:

Due to the experiential nature of this class, attendance and participation are required. Because of the intense class meeting schedule, pre-reading of textbook assignments is essential. Class sessions will contain a mixture of lectures, small group activities, and structured exercises designed to allow real life application of specific theories to the school setting. Students are encouraged to bring into class their experiences in classroom and other work settings in order to test the applicability of theoretical perspectives to school counseling.

CACREP Standard: Assessment section

Grading System Students will be assigned letter grades based upon the following criteria

Total Percentage Letter Grade

- 95 - 100 A
- 92 - 94 A-
- 89 - 91 B+
- 86 – 88 B
- 83 – 85 B-
- 80 – 82 C+
- 77 – 79 C
- 74 – 76 C-
- 71 – 73 D+

68 - 70 D
65 – 67 D-
Below 65 F

n.b., the Graduate school does not allow grades below “C” (2.00) and they cannot be used on a graduate program of study.

See Appendix A for OSU Student Statements

See Appendix B for Learning Outcomes and Course Standards Matrix’s

See Appendix C for relation of assignments to learning outcomes

See Appendix D for Methods of Instruction.

June 20, 2016

Week 1:

1. Reading Assignment:
 - a. Influencer, Ch. 1 & Ch. 2.
 - b. Scan the *Oregon Comprehensive Counseling and Guidance Framework*
 - c. Read the Word Document titled *OR.Admin.Rules*
 - d. Go to [Learn About RAMP - My Site - ASCA National Model](#)
2. Assignment:
 - a. Redesigning School Counseling (RSC):
 - i. N.B.: You and your colleague(s) will follow the instructions provided on creating your own school such that by the time we meet in class, the RSC system will have downloaded the data for you.
 - ii. As noted in the special instructions, once you have created your school and are able to log-in to RSC, use the colored tabs on the left to:
 1. Read about the uses of RSC
 2. Enter the Process section and ensure that you are looking at the information for year #1:
 - a. Process Step # 1: *Get Organized.*
 - b. Process Step # 2: *Collect Data*
 - b. Respond to the Discussion Board Question: Due Sunday evening at 11:00 p.m.

Class: Friday, June 24. 0900-1700. Location: CCBI 626 NE High St. Salem, OR.

Topics covered:

1. Mission, Vision, Passion, Conviction & Goals, Outcomes
2. Leadership
3. Leadership and Influencer
4. Models of Comprehensive Counseling Programs
 - a. ASCA National Model
 - b. Oregon Framework for Comprehensive Counseling and Guidance
 - c. Construct-Based School Counseling
 - d. CAFÉ: Closing the Achievement, Access, Attainment Gaps

5. Redesigning School Counseling

Week 2

1. Reading Assignment:
 - a. Influencer, Ch. 3.
 - b. Materials placed in Module 3.
2. Assignment:
 - a. Redesigning School Counseling:
 - i. Process Step # 3: *Conduct Self Studies*
 - ii. Process Step # 4: *Build Your Advisory Council*
 - iii. Process Step # 5: *Introduce your Advisory Council to RSC*
 - b. Respond to the Discussion Board Question: Due Saturday evening at 11:00 p.m.

Week 3

1. Reading Assignment:
 - a. Influencer, Ch. 4.
 - b. Materials placed in Module 3.
2. Assignment:
 - a. Redesigning School Counseling:
 - i. Process Step # 6: *Create Your Vision.*
 - b. Respond to the Discussion Board Question: Due Saturday evening at 11:00 p.m.

Week 4

1. Reading Assignment:
 - a. Influencer, Ch. 5.
 - b. Materials placed in Module 4.
2. Assignment:
 - a. Redesigning School Counseling:
 - i. Process Step # 7: *Establish Your Program Goals*
 - b. Respond to the Discussion Board Question: Due Saturday evening at 11:00 p.m.

Week 5

1. Reading Assignment:
 - a. Influencer, Ch. 6.
 - b. Materials placed in Module 5.
2. Assignment:
 - a. Redesigning School Counseling:
 - i. Process Step # 8: *Expand Resources & Identify Priority Goals*
 - ii. Process Step #9: *Identify Your Root Causes*
 - b. Respond to the Discussion Board Question: Due Saturday evening at 11:00 p.m.

Week 6

1. Reading Assignment:
 - a. Influencer, Ch. 7.

- b. Materials placed in Module 6.
- 2. Assignment:
 - a. Redesigning School Counseling:
 - i. Process Step #10: *Plan Your Activities*.
- 3. Respond to the Discussion Board Question: Due Saturday evening at 11:00 p.m.

Week 7

- 1. Reading Assignment:
 - a. Influencer, Ch. 8 & Ch. 9.
- 2. Assignment:
 - a. Redesigning School Counseling:
 - i. Process Step # 11: *Prepare to Implement*.
- 3. Respond to the Discussion Board Question: Due Sunday evening at 11:00 p.m.

Class: Friday, August 5. 0900-1700. Location: CCBI 626 NE High St. Salem, OR.

Topics

- 1. Redesigning School Counseling
- 2. Leadership and Influencer
- 3. School Counselors and Technology
- 4. School Counselors and Advocacy for School Counselors

Week 8

- 1. Reading Assignment
 - a. Influencer, Ch. 8
- 2. Assignment:
 - a. Final Assignment Due by Saturday, August 13 at 11:59 p.m. Grades to be entered on Monday, August 15.
- 3. Redesigning School Counseling
- 4. No Discussion Board Question for Week 8:

Appendix A

Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

<http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm>

Link to Statement of Expectations for Student Conduct

<http://oregonstate.edu/admin/stucon/achon.htm>

Academic Integrity — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

Link to Conceptual Framework, Knowledge Base, and National and State

The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: <http://oregonstate.edu/education/accreditation/>

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. NCATE Unit Standards: <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

Appendix B Learning Outcomes, Course Standards and Matrix's

TSPC School Counseling Standards (2009 CACREP) and Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related School Counseling Standards:

#	Text of Standard
A.1	Knows history, philosophy, and trends in school counseling and educational systems.
A.3	Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
A.5	Understands current models of school counseling programs (e.g., American School Counselor Association [ASC] National Model) and their integral relationship to the total educational program.
B.2	Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
C.2	Knows how to design, implement, manage and evaluate programs to enhance the academic, career, and personal/social development of students.
E.1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
F.2	Advocates for learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
F.3	Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
F.4	Engage parents, guardians, and families to promote the academic, career, and personal/social development of students.
I.1	Understands how to critically evaluate research relevant to the practice of school counseling.
I.2	Knows models of program evaluation for school counseling programs.
I.3	Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation)
I.4	Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card)
I.5	Understands outcome research data and best practices identified in the school counseling research literature.
J.1	Applies relevant research findings to inform the practice of school counseling.
J.2	Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
J.3	Analyzes and uses data to enhance school counseling programs.
K.1	Understands the relationship of the school counseling program to the academic mission of the school.
K.2	Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
M.2	Knows strategies to promote, develop, and enhance effective teamwork within the school and larger community.
M.3	Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
N.4	Uses peer helping strategies in the school counseling program.

N.5	Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families
O.1	Knows the qualities, principles, skills, and styles of effective leadership.
O.2	Knows strategies of leadership designed to enhance the learning environment of schools.
O.3	Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
O.4	Understands the important role of the school counselor as a system change agent.
O.5	Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings..
P.1	Participants in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
P.2	Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

COUN 546 Learning Outcomes

Learning Outcomes	At the end of the course students:
546.1	Develop, implement and lead a comprehensive school counselor program Utilizing National School counseling standards, Oregon Administrative Rules, and Oregon's School Reform Legislation
546.2	Create and lead a School Counseling Leadership Team
546.3	Develop and implement classroom guidance unites based on best practice research in the prevention and resiliency field.
546.4	Be knowledgeable of and involved in state, county, and community prevention programming efforts.
546.5	Use student demographic and achievement data, program evaluation and needs assessment data to develop and implement counseling program activities, strategies, and services.
546.6	Utilize current research on school reform, student achievement, school counseling reform and comprehensive school counseling programs to make individual and programmatic changes which more fully meet the needs of all students.
546.7	Understand student assessment as it related to academic, career, and persona/social development.
546.8	Identify contemporary social, cultural, and political factors that are changing the school counseling profession.
546.9	Be knowledgeable of the needs of students and design appropriate groups for use ins schools.
546.10	Understand the use of different strategies and legal requirements for clients with special needs, e.g. students with learning difficulties, students who are culturally different, student who are physically challenged.
546.11	Be knowledgeable of counseling theories and techniques, and their applications in school settings
546.12	Be involved in professional organizations and activities.

546.13	Engage in practices that are both legally and ethically sound.
546.14	Be knowledgeable and skillful in implementing the intent and implications of the federal laws such as the Individuals with Disabilities Education Act (IDEA) and the U.S. Civil Rights Law (Section 504 plans).
546.15	Be knowledgeable of laws and requirements concerning child abuse reporting, sexual harassment, racial harassment, drugs, weapons, and gang behavior as they affect school and professional liability and responsibility for prevention on the part of the counselor.
546.16	Collaborate with social service agencies providing services to students and families.
546.17	Consult with administrators, staff, community members, and parents to meet students' needs.
546.18	Assist with curriculum coordination as it relates to guidance activities.
546.19	Assist with goal setting, learning skills, and the development of self-directed learners.

OSU Graduate Learning Outcomes for MS in Counseling

GLO #	<i>At the end of the course students:</i>
1.	Conduct research or produce some other form of creative work
2.	Can demonstrate mastery of subject material
3.	Be able to conduct scholarly or professional activities in an ethical manner.

Appendix C: Relation between Standards and Learning Outcomes

L.O.	S C · A · 1	S C · A · 3	S C · A · 5 3	S C · B · 2	S C · C · 2	S C · E 1	S C · F · 2	S C · F · 3	S C · F · 4	S C · I · !	S C · 1 · 2	S C · I · 3	S C · I · 4	S C · I · 5	S C · J · 1	S C · J · 2	S C · J · 3	S C · K · 1	
546.1	■	■	■	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■
546.2	■	■	■	■	■	■	■	■	■	■									
546.3	■	■	■	■	■	■	■	■		■	■		■	■	■	■			■
546.4	■	■	■		■		■	■	■		■	■		■				■	
546.5	■	■		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
546.6	■	■	■	■	■	■	■	■		■	■	■	■		■	■	■	■	■
546.7	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
546.8	■	■	■	■	■	■	■	■	■	■	■	■	■	■					

546.9	■	■			■	■	■	■	■	■	■	■						
546.10	■	■	■		■	■	■	■	■	■		■		■	■		■	
546.11	■	■		■	■		■			■		■			■			■
546.12	■	■	■	■														
546.13	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■			
546.14	■	■	■		■		■	■	■		■							
546.15	■	■	■	■	■	■	■	■		■			■			■	■	
546.16	■	■	■	■	■	■			■					■				
546.17	■	■	■	■	■		■	■	■				■		■			
546.18	■	■	■	■	■		■	■									■	■
546.19	■	■				■	■				■	■		■		■		
GLO1	■	■	■		■					■	■		■		■			
GLO2	■	■	■		■		■		■		■	■	■	■		■	■	■
GLO3	■■	■	■		■	■	■	■	■	■	■		■	■	■	■	■	

L.O.	S	S	S	S	S	S	S	S	S	S	S	S
	C	C	C	C	C	C	C	C	C	C	C	C
	·	·	·	·	·	·	·	·	·	·	·	·
	K	M	M	N	N	O	O	O	O	O	P	P
	·	·	·	·	·	·	·	·	·	·	·	·
	2	2	3	4	5	1	2	3	4	5	1	2
546.1	■		■	■	■	■	■	■	■	■	■	■
546.2	■	■	■	■	■	■	■	■	■	■	■	■
546.3	■						■				■	■
546.4	■	■	■		■	■	■	■	■	■		
546.5	■	■	■	■	■			■				
546.6	■	■					■	■	■		■	
546.7	■	■	■				■	■	■		■	
546.8	■	■	■	■	■	■	■	■	■	■	■	
546.9				■					■		■	
546.10								■		■	■	
546.11			■		■				■			
546.12						■	■			■		
546.13	■	■	■	■	■	■	■	■	■	■	■	■

546.14	■							■		■		
546.15				■				■		■		
546.16		■	■		■							■
546.17		■	■		■	■	■				■	■
546.18	■							■		■	■	■
546.19				■					■	■		■
GLO1				■	■			■	■	■	■	■
GLO2	■							■	■	■	■	
GLO3	■	■	■	■	■	■	■	■	■	■	■	■

APPENDIX D: METHODS OF INSTRUCTION

METHOD	DEFINITION¹	USED IN THE COURSE?
LECTURE	An academic discourse given by an instructor before a group.	Yes
DISCUSSION	Those sections associated with a lecture course that is used to facilitate consideration of a question or topic in open and informal debate.	Yes
RECITATION/ STUDENT PRESENTATION	Public exhibition of acquired skills and knowledge.	Yes
LABORATORY	That part of a course set aside for experimentation, observation, or practice in a field of study.	No
SEMINAR	A small group of students under the direction of an instructor for the purpose of presenting and exchanging ideas or research findings via lectures, reports, and discussions.	Yes
INTERNSHIP	An experiential course designed to provide on the job experience in an academic setting on or off campus, where students can earn academic credit.	No
PRACTICUM	A course designed for the preparation of teachers and clinicians that involves the practical application of previously studied theory under the supervision of a senior instructor.	No
WORLD WIDE WEB	A course or module where the medium tool is the World Wide Web. Students spend a time using Web in the areas of content, assessment, and interaction to the degree that the student must participate through the use of Web to complete course requirements.	No