**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

**SPRING SEMESTER 2018**

**Course Number: COUN 7970**

**Course Title: School Counselor Leadership and Advocacy**

**Credit Hours: 3 Semester Hours**

**Prerequisties: COUN 7910**

**Corequisites: COUN 7920**

**Date Syllabus Prepared:** January 2018

**Instructor:** Malti Tuttle, PhD, LPC, NCC

Email: mst0022@auburn.edu

Phone:

Office Hours: By appointment

Office address:

Graduate Assistant:

**Textbooks:**

**Required:**

American School Counseling Association (2012). ASCA national model: A

 framework for school counseling programs (3rd ed.). Alexandria, VA: Author.

American School Counseling Association (2013). School counselor leadership: An essential practice. Alexandria, VA: Author.

**Recommended:**

American Psychological Association (2009). *Publication Manual of the American Psychological Association,* (6th Ed.). Washington, DC: APA.

**Additional Readings:**

Uploaded to CANVAS

**Course Description:**

This course is designed to provide an overview of school counseling leadership and advocacy. School counselors in training will develop a deeper knowledge of their role as educational leaders while serving as school counselors. School counselors have the responsibility to help *all* students achieve high standards in their leadership roles. Understanding and implementing the American School Counselor Association’s National Model, can ensure that all students have access to the benefits of effective school counseling.

**Student Learning Objectives:**

By the end of the course, through satisfactory performance, students should be able to demonstrate the following:

1. Students will understand school counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP 5.G.2.a.)

2. Students will understand school counselor roles in relation to college and career readiness (CACREP 5.G.2.c.)

3. Students will understand school counselor roles in school leadership and multidisciplinary teams (CACREP 5.G.2.d.)

4. Students will know competencies to advocate for school counseling roles (CACREP 5.G.2.f)

5. Students will know qualities and styles of effective leadership in schools (CACREP 5.G.2.j.)

6. Students will be able to design and evaluate school counseling programs (CACREP 5.G.3.b.)

7. Students will be able to implement interventions to promote academic development (CACREP 5.G.3.d.)

8. Students will be able to implement strategies to facilitate school and postsecondary transitions (CACREP 5.G.3.g.)

9. Students will develop skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP 5.G.3.h.)

10. Students will be able to implement approaches to increase promotion and graduation rates (CACREP 5.G.3.i.)

11. Students will be able to implement interventions to promote college and career readiness (CACREP 5.G.3.j.)

12. Students will be able to implement strategies to promote equity in student achievement and college access (CACREP 5.G.3.k.)

13. Students will be able to use accountability data to inform decision making (CACREP 5.G.3.n.)

14. Students will be able to use data to advocate for programs and students (CACREP 5.G.3.o.)

15. Students will understand school counselors’ roles as social justice advocates and multiculturally competent leaders.

16. Students will be able to use accountability data to inform decision making (CACREP 5.G.3.n.)

**Course Format:**

Discussions will be based on lecture information, material from the text, outside reading assignments, and relevant topics that are raised during class. The discussions place primary responsibility on each student to critically read and reflect upon the assigned reading material, to raise questions and constructively discuss issues relevant to the readings, and to discern differences between one’s knowledge and one’s beliefs and opinions.

**Course Requirements & Student Evaluation:**

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past due. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

**Evaluation of Performance:**

1. Participation 100 points
2. Weekly Journals 65 points
3. Advocacy in Action 30 points
4. Professional Leadership Evaluation 25 points

 and Development Plan

1. Leadership Exploration Project 100 points
2. Data and Advocacy Project 100 points
3. College and Career Readiness Project 100 points

Total = 525 points

A = 472-525/90-100

B = 415-471/80-89

C = 365-414/70-79

D = 313-364/60-69

F = 312 and below/59 or below

1. **Weekly Journals**

**Due:** Weekly

**65 points (5 point per journal)**

Students will write thoughtful journal entries each week, reflecting on the COUN 7970 readings and how the content they are learning will apply to their current and future work as leaders and advocates as professional school counselors. Responses should answer a variation of the question, “how will what I read about this week influence me as a school counselor?” Journal entries should be submitted on CANVAS by 7pm on date due.

1. **Professional Leadership Evaluation and Development Plan**

 **Due:** January 29, 2018

 **25 Points**

Leaders constantly work to become more self-aware. With this in mind, students will take a personality self-assessment and use their findings to conceptualize their strengths and areas of growth as a leader.

 Myers-Briggs: Each of you will take the free Meyers-Briggs personality assessment offered through the website ([http://www.16personalities.com/)](http://www.16personalities.com/%29). After completing the assessment, read the profile about your personality carefully.

 After completing the inventory, submit an APA style paper that address the following three questions: (1) What are your strengths as a leader? (2) What did this inventory teach you about your personality as a future counselor? (3) What does the inventory tell you about yourself as an advocate? (4) With this new information, how might you challenge yourself to grow as a leader? Your paper should explicitly list your four letter Meyers- Briggs personality type (e.g. ENFP). Successful papers will have carefully addressed the prior questions in between 3-4 pages. All papers should be submitted through CANVAS.

1. **Leadership Exploration Project**

**Due:** February 19, 2018

**50 points**

Leadership is a key characteristic for professional school counselors. In this project, students will learn from school leaders, reflect on their own leadership, and plan for their future leadership as a school counselor. The project will include three components:

1. **Leader interviews:** Students will interview three school leaders about their leadership style and their perspectives on school counselors as leaders. Students may choose to interview school counselors, district student support specialists, school principals, school assistant principals, district superintendents, or school counseling professional organization leaders. Students will summarize their interviews with each of their three leaders interviewed, then share their reactions to these interviews. For example, what did interviewees share that you agree with? Disagree with? What surprised you about their responses? What did you learn?
2. **Leadership self-assessment**: Students will reflect on their own leadership style and how this style will manifest as a professional school counselor. Students should describe: What are your characteristics as a leader? What personal strengths do you possess that will help you become a good leader? What personal weaknesses do you possess that will challenge you as a leader?
3. **School counseling leadership plan**: Students will create a plan for their future leadership role as a school counselor. Considering the leadership styles discussed in this class, students should (1) determine and describe which leadership approach they will use as a school counselor, (2) describe three key areas in their future schools of employment in which they will use their leadership skills, and (3) outline what leadership challenges they may face in the future and how they will overcome these challenges.

 **Paper**- The paper should be 4-5 pages and in APA format.

1. **Advocacy in Action**

 **Due:** March 19, 2018

 **30 Points**

As relevant to the counseling field (school or clinical mental health) identify an action step that you can do to advocate in some way for the field of school counseling, individuals in need of counseling services, or for schools and communities to gain access to counseling services. Examples may include: writing a letter to your legislature to advocate for more school counselors in certain rural areas of Alabama or attending a hearing at the capital related to a bill or law that impacts the field of counseling, recognizing National School Counseling Week through Advocacy. You will submit a 1- 2 page paper detailing what advocacy effort you participated in and the intended impact of your effort.

 If you choose to join a relevant professional counseling organization that you are not currently a member of you DO NOT HAVE to write the 1-2 page paper. You can submit proof of your membership (needs to clearly indicate that you are a new member no earlier than the start of class). You will only need to write 1-2 sentences stating what advocacy effort you participated in.

1. **College and Career Readiness Project**

**Due:** March 26 and April 2, 2018

**100 points**

Professional school counselors are increasingly being looked to for leading the creation of college-going cultures and ensuring that all students, regardless of age, are working to become college and career ready. In this project, students will design a program or intervention for their internship site that will increase students’ college and career readiness. Creating the project includes four steps:

1. **Determine a program/intervention**: Students should review readings, books, and Internet sources for recommended programs and interventions for college and career readiness. Students must keep in mind their internship site’s needs and context when selecting a program or intervention.
2. **Seek approval:** Students should receive approval from their internship site supervisor, school administrator, and the instructor (in that order) for their intervention or program.
3. **Plan for data collection:** Students must collect pre- and post- data for their intervention. This should be planned in advance.
4. **Plan and implement the intervention:** Students are encouraged to document the intervention as it is implemented.
5. **Analyze data:** Students should examine their data and note any changes before and after the program or intervention.
6. **Prepare a presentation:** Students should prepare a presentation for their COUN 7970 instructor and classmates outlining: (1) their College and Career Readiness program or intervention, (2) how the program/intervention went, (3) collected data, (4) stakeholders’ reactions, (5) their own reactions, and (6) lessons learned.
7. **Data and Advocacy Project**

**Due:** April 23 and April 30, 2018

**100 points (Presentation = 90, Reflection = 10)**

Data is a key tool for school counselors to use to advocate for students, school needs, and social justice. In this project, students will use data to determine a need at their internship site. They will then design an intervention to address this need, and present the data and proposed intervention to school stakeholders. Completing the project involves seven steps:

1. **Examine data:** Students will analyze school data to determine a student need. Students may consider examining student achievement data, discipline referrals, attendance records, or school counseling data.
2. **Select a need:** Students will select one student need apparent in the data they examined. This need may highlight an equity issue, disproportionate services, or other concern.
3. **Design an intervention:** Students will design a school counseling intervention to address the selected need. For example, the intervention could be part of the school counseling core curriculum, a series of small counseling groups, or a schoolwide initiative.
4. **Prepare a presentation:** Students will prepare a presentation highlighting the data they examined, need they found, and proposed intervention.
5. **Present to school stakeholders:** Students will deliver their presentation to a group of school stakeholders at their internship site, such as administrators, school counselors, parents, and teachers.
6. **Present to COUN 7970:** Students will deliver their presentation to their classmates and instructor in COUN 7970.
7. **Write a reflection:** Students will reflect on their Data and Advocacy Project, describing what the experience was like, how their stakeholders responded, and what they learned for the future. Reflections should be approximately 3-4 pages in length and follow APA style.
8. **(Optional) Implement the intervention:** Optionally, students are encouraged to implement their intervention and collect future data to assess its impact on their identified need.

# Class Policy Statements:

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see University Policies https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need accommodations are asked to arrange

a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the PSD office, but need accommodations, make an appointment with The Office of Accessibility, 1228 Haley Center, 844- 2096 (V/TT).

1. Course contingency: If normal class and/or lab activities are disrupted due to illness,

emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

1. Professionalism: As faculty, staff, and students interact in professional settings, they

are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* 1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality
1. Use of Electronics: Due to the nature of the course being online, students will be required to utilize appropriate forms of technology to participate, complete assignments, and access reading materials.

**CACREP Standards Matrix**

|  |  |  |
| --- | --- | --- |
| **CACREP Standard-As a result of this course student learn/gain the following:** | **Curriculum Experience** | **Outcome Assessment** |
| CACREP Standard 5.G.2.aStudents will understand school counselor roles as leaders, advocates, and systems change agents in P-12 schools.  | * Students will read about the history of school counselors as leaders and advocates
* Students will read about leadership in school counseling
* Students will read about Advocacy in school counseling
 | * Journal Entry
* Leadership Exploration Project
* Professional Leadership Evaluation and Development Plan
* Advocacy in Action
 |
| CACREP Standard 5.G.2.c.Students will understand school counselor roles in relation to college and career readiness. | * Students will read about advocacy and leadership for College and Career Readiness
 | * Journal Entry
 |
| CACREP Standard 5.G.2.d.Students will understand school counselor roles in school leadership and multidisciplinary teams. | * Students will read about leadership in school counseling
 | * Journal Entry
* Advocacy in Action
 |
| CACREP Standard 5.G.2.f.Students will know competencies to advocate for school counseling roles. | * Students will read about advocacy in school counseling
* Students will read about advocacy and social justice
 | * Journal Entry
* Leadership Exploration Project
* Advocacy in Action
 |
| CACREP Standard 5.G.2.jStudents will know qualities and styles of effective leadership in schools. | * Students will read about leadership in school counseling
 | * Journal Entry
* Professional Leadership Evaluation and Development Plan
 |
| CACREP Standard 5.G.3.b.Students will be able to design and evaluate school counseling programs. | * Students will read about using data for advocacy
 | * Journal Entry
 |
| CACREP Standard 5.G.3.dStudents will be able to implement interventions to promote academic development. | * Students will read about advocating for equity in student achievement
 | * Journal Entry
 |
| CACREP Standard 5.G.3.gStudents will be able to implement strategies to facilitate school and postsecondary transitions.  | * Students will read about advocacy and leadership for College and Career Readiness
 | * Journal Entry
 |
| CACREP Standards 5.G.3.hStudents will develop skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.  | * Students will read about advocating for equity in student achievement
 | * Journal Entry
 |
| CACREP Standard 5.G.3.iStudents will be able to implement approaches to increase promotion and graduation rates.  | * Students will read about advocacy and leadership for College and Career Readiness
 | * Journal Entry
 |
| CACREP Standard 5.G.3.jStudents will be able to implement interventions to promote college and career readiness. | * Students will read about advocacy and leadership for College and Career Readiness
 | * Journal Entry
* College and Career Readiness Presentations
 |
| CACREP Standard 5.G.3.kStudents will be able to implement strategies to promote equity in student achievement and college access.  | * Students will read about advocating for equity in student achievement
 | * Journal Entry
 |
| CACREP Standard 5.G.3.nStudents will be able to use accountability data to inform decision making. | * Students will read about using data for advocacy
 | * Journal Entry
* Data and Advocacy Project Presentation
 |
| CACREP Standard 5.G.3.oStudents will be able to use data to advocate for programs and students. | * Students will read about using data for advocacy
 | * Journal Entry
 |

**Tentative Course Schedule**

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| --- | --- | --- | --- |
| Class **#** | **Date** | **Topic** | **Readings/Assignments Due** |
| 1 | 1/22/18 | Course Introduction, Leadership in Schools | READ:Chapters 1-4 in School Counselor Leadership: The Essential PracticeLeadership, p. 1-4 in ASCA National Model. DUE: Journal 1 |
| 2 | 1/29/18  | History of School Counselors as Leaders and Advocates | READ: Chapters 5-6 in School Counselor Leadership: The Essential PracticeAssigned readings-see folder on CANVAS* *Initiating leadership by introducing and implementing the ASCA National Model, Schwallie-Giddis, ter Maat, & Pak, 2003* (read only p. 1)
* *The Transformed School Counselor in Action, Musheno & Talbert, 2002*
* *School Counselor Educators as Educational Leaders Promoting Systemic Change, McMahon, Mason, & Paisley, 2009*
* *Stretching Leadership, Janson, Stone, & Clark, 2009*

DUE: Journal 2, Professional Leadership Evaluation and Development Plan |
| 3 | 2/5/18 | Leadership in School Counseling, Part I | READ:Chapters 7-8 in School Counselor Leadership: The Essential PracticeAssigned readings-see folder on CANVAS* *School Counselors as Program Leaders, Dollarhide, 2003*
* *New Counselors' Leadership Efforts in School Counseling, Dollarhide, Gibson, & Saginak, 2008*
* *Leadership Practices of School Counselors, Mason & McMahon, 2009*

DUE: Journal 3 |
| 4 | 2/12/18 | Leadership in School Counseling, Part II | READ:Assigned readings-see folder on CANVAS* *Lived Stories, Lewis & Borunda, 2006*
* *Practical Strategies for School Counsellor Leadership, Shillingford, 2013*
* *Enhancing School Counselor Instructional Leadership Through Collaborative Teaming, Young, Millard, & Kneale, 2013*
* *A Closer Look at the Principal-Counselor Relationship, College Board, 2009*

DUE: Journal 4 |
| 5 | 2/19/18 | Advocacy in School Counseling | READ:*Advocacy, p. 4-6 in ASCA National Model.*  *Advocacy and Social Justice. p. 14-16 in ASCA National Model*Assigned readings-see folder on CANVAS* *New Professional Roles and Advocacy Strategies for School Counselors, Bemak & Chung, 2008*
* *School Counselors United in Professional Advocacy, Cigrand, Havlik, Malott, & Jones, 2015*
* *Leadership with Administration, Saginak & Dollarhide, 2006*

*DUE:* Journal 5, Leadership Exploration Project |
| 6 | 2/26/18 | Advocacy and Leadership for College and Career Readiness, Part I | READ: *College and Career Readiness and the ASCA National Model, p. 93-95*Assigned readings- see folder on CANVAS* *Creating a College-Going Culture Guide, College Board, 2006*
* *Poised to Lead: How School Counselors Can Drive College and Career Readiness, Hines & Lemons, 2011*
* **Read one of these:**
* *Elementary School Counselor’s Guide, NOSCA, 2011*
* *Middle School Counselor’s Guide, NOSCA, 2011*
* *High School Counselor’s Guide, NOSCA, 2011*

DUE: Journal 6 |
| 7 | 3/5/18 | Advocacy and Leadership for College and Career Readiness, Part II | READ:Reach Higher website:<https://www.whitehouse.gov/reach-higher> Assigned readings- see folder on CANVAS* *ASCA School Counselor articles, 2016*
* *Forum Guide to College and Career Ready Data, NCES, 2010*

WATCH: First Lady ASCA 2014 RemarksWATCH: Trish Hatch on Reach Higher DUE: Journal 7 |
| 8 | 3/12/18 | Spring Break | No Class |
| 9 | 3/19/18  | Using Data for Advocacy | READ:*Accountability, p. 99-107, ASCA National Model.* *What Does it Mean to Have a Data-Driven School Counseling Program? p. 117-119, ASCA National Model*Assigned readings- see folder on CANVAS* *School Counselors as Accountability Leaders, Sink, 2009*
* *Four Critical Domains of Accountability for School Counselors, Bemak, Williams, & Chung, 2014-2015*
* *Practitioner Inquiry, Brooks-McNamara & Pederson, 2006*

DUE: Journal 8, Advocacy in Action |
| 10 | 3/26/18 | College and Career Readiness Presentations  | DUE: Journal 9, College and Career Readiness Presentations  |
| 11 | 4/2/18 | College and Career Readiness Presentations  | DUE: Journal 10, College and Career Readiness Presentations  |
| 12 | 4/9/18 | Advocacy and Leadership for Social Justice | READ:*School Counselors’ Role in Working with LGBTQ Students, p. 34-36 in ASCA National Model.*Assigned readings- see folder on CANVAS* *School Counselors’ Strategies for Social Justice Change, Singh, Urbano, Haston, & McMahon, 2010*
* *Counselors in Rural Schools, Wimberly & Brickman, 2014*
* *Joining the Conversation about Educating our Poorest Children, Amatea & West-Olatunji*

Due: Journal 11  |
| 13 | 4/16/18 | Advocating for Equity in Student Achievement  | Assigned readings- see folder on CANVAS* *Change-Agent-for-Equity (CAFE) Model, Mason, Ockerman, & Chen-Hayes, 2013*
* *School Counselors' Perceptions of Differences Between Successful and Less Successful Latina/o High School Students, Vela, Lu, & Gonzalez, 2015*
* *Academic Motivation, Rowell & Hong, 2013*

DUE: Journal 12 |
| 14 | 4/23/18 | Data and Advocacy Project Closing Thoughts on Advocacy and Leadership in School Counseling | DUE: Journal 13, Data and Advocacy Presentations, Data and Advocacy Project Reflections |

# Justification for Graduate Credit:

This course includes content on leadership and advocacy for school counselors.  This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016).  All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study.  This includes rigorous evaluation standards of students completing the learning outcomes specified in this syllabus.

# SYLLABUS DISCLAIMER:

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.