

CSD 5943 Syllabus: Foundations and Management of School Counseling Programs  
Thursdays 4.00-6.30PM; 3 crdhrs  
Spring 2019

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Office Hours: T 2:00-3:00pm, W 12:00-2:30pm, Th 9.30-10.30am

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**Course Description:** The purpose of this course is to provide a foundational knowledge of the school counseling profession and develop student's identity as a professional school counselor. Students gain an understanding of how to design and manage school counseling programs based on the ASCA National Model. The class focuses on helping students learn the history of the profession, current trends and issues, assessment, organization and planning a counseling program, and management of data.

**Prerequisites:** CSD 5500, CSD 5510, CSD 5520, CSD 5530

**Course Objectives and 2016 CACREP Standards.** Students will:

1. Examine the history and development of school counseling. (5.G.1.a)
2. Examine models of school counseling programs. (5.G.1.b)
3. Demonstrate knowledge of the importance of the role of a school counselor as leaders, advocates, and systems change agent in P-12 schools. (5.G.2.a)
4. Understand school counselor roles in school leadership and multidisciplinary teams. (5.G.2.d)
5. Demonstrate competencies to advocate for school counseling roles. (5.G.2.f)
6. Identify qualities and styles of effective leadership in schools. (5.G.2.j)
7. Discuss professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. (5.G.2.l)
8. Understand legislation and government policy relevant to school counseling. (5.G.2.m)
9. Understand the legal and ethical considerations specific to school counseling. (5.G.2.n)
10. Demonstrate the development of school counseling program mission statements and objectives. (5.G.3.a)
11. Demonstrate knowledge of designing and evaluating school counseling programs (5.G.3.b)
12. Demonstrate knowledge of core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. (5.G.3.c)
13. Identify interventions to promote academic development (5.G.3.d.)
14. Demonstrate the knowledge of strategies to facilitate school and postsecondary transitions. (5.G.3.g)
15. Analyze approaches to increase promotion and graduation rates. (5.G.3.i)
16. Discuss current methods of using accountability data to inform decision making. (5.G.3.n)
17. Analyze and use data to advocate for school counseling programs and students. (5.G.3.o)

**Texts**

Erford, I. (2011). *Transforming the school counseling profession*. Upper Saddle River, NJ: Pearson.

Gysbers, N. & Henderson, P. (2014). *Developing and managing your school guidance and counseling programs* (5<sup>th</sup> ed.). New York, NY: Wiley.

Hatch, T. (2014). *Hatching results: The use of data in school counseling*. Thousand Oaks, CA: Corwin.

Additional readings posted on Desire2Learn.

**Teaching Philosophy:** Education is a growth process consisting of two mutually inclusive variables: educating and learning. Students are not regarded as passive recipients of knowledge. Rather, they are encouraged to participate actively and develop the ability to independently problem solve. I am provided opportunities to learn from students, especially regarding effective teaching strategies, theory conceptualization, and progressive intervention application. Learning objectives of all are more effectively accomplished when both roles are actively engaged.

**Method of Instruction:** Students will be exposed to the educational process via class dialogue, presentations, written papers, consultation (with instructor, peers, and counselors/supervisors), experiential activities, as well as through websites related to counseling. Discussion, case study, inquiry, and cooperative learning are instructional methods that will be demonstrated.

**Due Date Policy:** Written assignments are to be turned in on time. Five points will be deducted per day that the assignment is not submitted. Treat due dates like professional deadlines: be sure to carefully back-up computer work, be certain your printer has ink and is working, etc. so that if technology should fail, you will have time to compensate. All assignments will be in APA style.

**Technological Competence:** Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

**Academic Integrity:** Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course must be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database. Include the originality report with your papers.

**Class ID: 17029920 Enrollment Key: CSD5943**

**Questions and Grievances:** Please talk with me directly if there is a problem, misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

**Accommodations for Students:** If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9<sup>th</sup> Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

**The Student Success Center:** Students who are having difficulty achieving academic goals are encouraged to contact the Student Success Center ( [www.eiu.edu/~success](http://www.eiu.edu/~success) ) for assistance with time management, test taking, note taking, procrastination, setting goals, and other skills. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

**Grading Scale:** CHE uses the university grading scale; refer to current *Graduate School Catalog*

<b>Student Evaluation:</b>	<b>Points</b>	<b>Due Date</b>
Attitude and Attendance	35	Weekly
Needs Assessment Development	30	02/18
Leadership Paper	50	02/25
IIRC Summary	60	03/18
Needs assessment Results Report	45	04/08
ASCA Developmental Program or Final	100	04/22 or 25
Total: 325		

**Attendance and Attitude Policy:** Attendance is necessary for co-constructing a deeper meaning of material. Investing in learning requires, at a minimum, attending class, arriving on time, and being prepared. Professionalism, knowledgeable conceptualization, and appropriate conduct are expected. If you must be absent, it is your responsibility to acquire material covered and expectations discussed. Behaviors including but not limited to asking to leave class early, extensions for papers, excuses for not being prepared are not professional. Treat class as you would treat your future career.

**Leadership Paper** (5.G.2.a, d, f, j) (50 points): School counselors must understand how styles of effective leadership influence designing, implementing, managing, and evaluating school programs. The paper should include a *minimum* of **five** academic sources. APA format required.

**Part I- Identifying Leadership qualities/styles**

- Identify two leadership qualities or styles (authoritarian, authoritative, etc) clearly linked to successful leaders in the schools and demonstrate how those are linked to counselors (you will find this in your research). When identifying leadership qualities consider:
  - o Qualities emphasized in school counseling literature
  - o Qualities beneficial to design, implement, and evaluate counseling programs
  - o Qualities linked to student success
- Provide a connection to the role of school counselors (academic, career, social/emotional)
  - o Discuss how the identified leadership styles can be applied to SC in their roles:
    - As a systems change agents
    - In enhancing the learning environment for all students
    - To advocate for school counseling roles

**Part II: Your leadership style**

- Discuss your leadership style as a school counselor
  - o Discuss what the LSQ is and why taking an inventory is important
  - o Take the leadership inventory and note the results.(include results as appendix)
  - o Explain what you agree and disagree with in the results and why
  - o What would you like to change and keep in your leadership style
  - o How will your identified leadership style influence your presence in the school, including how you design, implement, manage, and evaluate school programs
- Explain what hopes and fears you have about being a leader within your future district.

Citation of LSQ:

Northouse, P. (2009). Leadership style questionnaire. In *Introduction to leadership: Concepts and practices* (Appendix). Thousand Oaks, CA: Sage.

**Needs Assessment Development:** (5.G.3.b, d, g, n, o) (30 points): Students will create a needs assessment that is useful in their role as a school counselor in determining the academic, career, personal/social development needs of students.

- The needs assessment should include questions regarding academics, social/emotional and/or college/career readiness. In the report, state **who** you are assessing, **what** you are assessing, and **reasons**.
- Each section should include enough items to accurately determine need.
- You will decide who (students or teachers) will complete the needs assessment and phrase the questions accordingly. You are allowed to gather ideas from other published needs assessments.
- A minimum of five questions are required by the lab day.

**Needs Assessment Results Report:** (5.G.3.b, d, g, n, o) (45 points)

- Once a needs assessment is completed administer the tool to your site.
- Include a summary of who, what, and reasons; include final assessment as an appendix
- Discuss and include results of needs assessment. Determine what they say about the environment of the school. Support you conclusions with academic literature.
  - o What would an action plan include for a school counselor? Be specific & thorough.
- In addition to creating the needs assessment, you will locate at least one website per area (academic, social/emotional, career/college) that will act as a resource for the data that the needs assessment indicates (ie if dropouts are concerns then one website should cover such)
  - o For each website you will include the
    - Title and Web address
    - Brief description of information provided and types of resources
    - An evaluation of the usefulness of the site to field of school counseling.

**Illinois Interactive Report Card (IIRC) Summary:** (5.G.2.a; 3.d, g, i, n, o) (60 pts) Analyze a school's IIRC. Identify community, environmental, and institutional opportunities and barriers that impact learning. Minimum of **5 academic** resources. Attach the View at a Glance as an appendix.

- Go to the Illinois School Report Card website (<http://illinoisreportcard.com>). Type in the name of the school in which you are interested.
- You are provided with View at a Glance PDF of the school at the top right hand side of the page and additional information via the tabs across the top (i.e. Academic progress, School Environment, Student Characteristics, etc). Review each of the tabs as well as the additional selections (instructional expense per pupil, low income %, etc.). Summarize this information and draw possible conclusions regarding the influence on student academic performance and/or college and career readiness; **support with literature**.
- On the left hand side of the page, click on the school environment and student characteristics tab. What trends are worth noting regarding graduation rate? Dropout rate? Truancy? Mobility? Etc. Summarize this information and express what it could mean about the environment of the school.
- Using the data collected from the above sections, identify **one factor** that could potentially be impacting student learning, achievement, graduation rates (i.e. low SES, truancy rate, homelessness). Link the **factor to literature** and discuss how the data summarized is connected to the identified factor that negatively impacts student learning.
- As a school counselor what would you do to help improve this factor? What resources or programs would you integrate? Explain your rationale and support with literature. Note how this role fits into the responsibilities of a school counselor.

**Comprehensive ASCA Developmental Program Proposal** (5.G.1.b; 2.a, d, f, m, n; 3.a, b, c, d, g, i, n, o)

School counselors must know how to design, implement, manage, and evaluate school counseling programs in order to enhance student's academic, career and personal/social development based on the ASCA national model. As part of that process, it is important for school counselors to understand and be able to use various forms of data in order to make decisions that will close the achievement gap and promote student success. Students will analyze a school counseling program, using the ASCA evaluation tool, to determine what components (academic, career, social/emotional) are currently in place and what student programming is missing. Students will then create a comprehensive counseling program guide, according to the ASCA model, using research based strategies, to include the current effective programs as well as address the missing components. Use a minimum of 10 references from academic sources.

**Part I- Analyze the current school programs.**

- Act as though you are the school counselor entering into the current school counseling program. Using the ASCA evaluation forms, assess the current program. You **may** (not required) discuss with the counselor and principal the information/ questions included if needed/desired.
- Include the actual forms and provide a summary of the highlights
- Provide a summary of:
  - o Areas and types of programs going particularly well and/or are being started, etc
  - o Areas and types of programs missing from current counseling program. Include how these areas may help student success, with supporting literature

**Part II- Comprehensive Program development-**

- Design a comprehensive school counseling program guide for your school to include the specifics on the programs that are effectively in place, how to implement, and what to implement regarding additional programs in the building. Build this component as a five year plan to get the program up to ASCA standards
- Components are to include the following:
  - Rationale for Program Proposal
    - o Ethical and Legal Considerations
    - o Cultural Considerations
  - Comprehensive ASCA National Model Program Proposal including 5 year implementation outline:
    - o Foundation
    - o Delivery systems
    - o Management
    - o Accountability

**Final Exam** (All objective): Students will be given an exam on material covered throughout the course. The exam will include multiple forms of assessment, including multiple choice, short answer, and matching.

TENTATIVE SCHEDULE

Date	Topic	Readings/Assignments	CACREP	Objective
01/07	No Class- Review Syllabus			
01/14	History, Philosophy, Cultural Considerations, and Current Trends Organizations/ credentials	Erford Ch. 1 ASCA, 2008 (who are) ASCA, 2009 (Role)	5.G.1.a 5.G.2.l, m	1, 7, 8
01/21	No school MLK Day			
01/28	Effective leadership and advocacy as a systems change agent Ethical and legal considerations	Dollarhide (2013) Erford Ch. 7, 9 Leadership style questionnaire	5.G.2.a, d, f, j, m, n	3, 4, 5, 6, 8, 9
02/04	Needs assessments Role in common core and emerging policy	Erford Ch. 5 Hatch Ch. 1 and 6	5.G.2.m 5.G.3.d, i, n, o	8, 14, 15, 16, 17
02/11	ASCA Model Foundations, Delivery System, Management, and Accountability	Erford Ch. 2 ASCA National Model, 2012- executive summary	5.G.1.b 5.G.3.a, n, o	2, 10, 11, 16, 17
02/18	Lab for data process ASCA program evaluation tool Evaluating SC program	ASCA National Model, 2012 Hatch, Ch. 3, 4, 7 <b>Needs Assessment Development</b>	5.G.3.b, n, o	11, 16, 17
02/25	Role in advocating for identified populations: Types, Laws, RtI, Assessments, IEP's, 504's	Erford Ch. 16 Hall 2015, pg 1-5 <b>Leadership Paper due</b>	5.G.2.a, d, f, m, n	3, 4, 5, 8, 9
03/04	ASCA Model: Guidance Curriculum Classroom management strategies IL Social/Emotional Curriculum	Erford, Ch. 10 Hatch Ch. 2, 8 Velsor, 2009	5.G.1.b 5.G.2.l 5.G.3.a, c, d, i	2, 7, 10, 12, 13, 15
03/11	Spring Break NO Class			
03/18	Lab for data process Using google documents and excel	<b>IIRC Due</b>	5.G.3.n, o	16, 17
03/25	Comprehensive programs: Enhancing academics- Differentiated Instruction	Hall 2002 Tomlinson, 1995 Walker-Dalhouse, 2009	5.G.3.c, d, i	12, 13, 15
04/01	School Counselor, Teacher, Admin Panel and flex day		5.G.2.a, d, f 5.G.3.d, g, i	3, 4, 5, 13, 14, 15
04/08	ASCA Model: Individual/Group Student Planning Closing achievement gap	Erford, Ch. 4 (66-69), 13 Hartline & Cobia 2012 <b>Needs Assessment</b>	5.G.2.a 5.G.3.d, g, i	3, 13, 14, 15
04/15	Comprehensive programs: College/ Career Post-secondary planning	Erford 11, 12 Hugo 2007	5.G.3.d, g, i	13, 14, 15
04/22	Master Schedules and Systems Best practices outcome data Evaluating research and data	<b>ASCA program due</b> Hatch Ch. 10 NASSP 2011	5.G.2.j, n 5.G.3.c, n, o	6, 9, 12, 16, 17
04/25	Final		all	all

Protocol for Evaluating Leadership Paper (50 pts)

Please consult and/or buy the APA manual. (It will make your and my life easier). For a quick reference you may also use [www.owl.english.purdue.edu](http://www.owl.english.purdue.edu). If you have questions, contact me before the due date. Have someone proof your material or contact the writing center for help.

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors	0 pts No attempt made
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl; transition statements and/or thesis; organization mildly consistent	2 pts Missing intro or conclusion with missing thesis; no transitions.	0 pts No attempt made
Two Qualities	10 pts Superior ability to present two qualities, supported with literature, linked to role and student success	6 pts Moderate ability to present two qualities, not supported by literature, or not linked to role or success	3 pts Only one quality presented, not supported by literature, not linked to role or success	0 pts Not Presented
Application	10 pts Superior ability to present qualities in all listed roles	6 pts Moderate ability to present qualities in most of the listed roles	3 pts Poor ability to present qualities in few of the listed roles	0 pts Not Presented
Personal Leadership	10 pts Superior ability to discuss results, agreement and disagreement, alterations and maintained of style, hopes and fears of leadership	6 pts Moderate ability to discuss results, agreement and disagreement, alterations and maintained of style, hopes and fears of leadership. At least one component missing	3 pts Poor ability to discuss results, agreement and disagreement, alterations and maintained of style, hopes and fears of leadership. Multiple components missing	0 pts Not Presented
Assessment included	5 pts Complete assessment included			0 pts Not included

\*Note scores midway between the posted levels are possible for each criterion at instructor's discretion

Protocol for Evaluating Needs Assessment Development (30 pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Who, what, why	15 pts Superior ability to present who, what and why.	10 pts Moderate ability to present who, what, or why.	5 pts One or more of the who, what or why omitted.	0 pts Not Presented
5 Questions	10 pts All 5 questions included and represent appropriate wording for target audience	5 pts Missing one question or questions redundant; wording inappropriate for audience	3 pts Poor ability to present questions with multiple missing and target audience not clear.	0 pts Not Presented

\*Note scores midway between the posted levels are possible for each criterion at instructor's discretion



Protocol for Evaluating Needs Assessment Results (45 pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors	0 pts No attempt made
English language and organization	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors. Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl;	1 pt Missing intro and conclusion with missing thesis;	
Assessment Created	5 pts Superior ability to present who, what and why. Assessment included as appendix	3.5 pts Moderate ability to present who, what, or why. Assessment included as appendix	1 pt One or more of the who, what or why omitted. Assessment not included as appendix	0 pts Not Presented
Results	10 pts Superior ability to present summary of result supported with literature.	5 pts Moderate ability to present summary of research, not supported with literature.	1 pt Poor ability to present results; not literature support. Results not represented or included	0 pts Not Presented
Action Plan	10 pts Action plan included, though, with well thought out detail addressing the need	5 pts Action plan not thorough	1 pt Action Plan not included	
Websites	5 pts Websites of all three domains presented and discussed	3.5 pts Websites for two domains presented and discusses	2 pts Website for only one domain discussed	0 pts Not Presented

\*Note scores midway between the posted levels are possible for each criterion at instructor's discretion

Protocol for Evaluating IIRC Summary (60 pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors	0 pts No attempt made
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl; transition statements and/or thesis; organization mildly consistent	2 pts Missing intro or conclusion with missing thesis; no transitions.	0 pts No attempt made
IIRC Holistic Summary	15 pts Superior ability to present thematic IIRC summary. Accurate conclusions drawn with support from literature. VAAG included	10 pts Moderate ability to present thematic IIRC summary with missing components. Conclusions drawn but not supported	5 pts Poor ability to present IIRC summary with multiple missing components. Conclusions not drawn. VAAG not included	0 pts Not Presented
School Environment	15 pts Superior ability to present summary and implications	10 pts Moderate ability to present summary, implications not well linked	5 pts Poor ability to present summary and implications not presented	0 pts Not Presented
Learning Impact and School Counselor Role	15 pts Superior ability to present one factor, supported by literature, and plan for school counselor in mitigating the factor	10 pts Moderate ability to present one factor, loosely supported by literature, plan for school counselor in mitigating the factor not clear	5 pts Poor ability to present one factor, not supported by literature, school counselor mitigation not presented	0 pts Not Presented

\*Note scores midway between the posted levels are possible for each criterion at instructor's discretion

Protocol for Evaluating Comprehensive ASCA Program (100 pts)

Criteria	Excellent	Average	Below Average	Not Evidenced
APA style	5 pts Serious attempt made for margins, headings, title page, font size & style, references; few errors. All 5 resources academic	3.5 pts Moderate attempt for margins, headings, title page, font size & style, references; multiple errors made Only 4 academic resources	2 pts Little attempt made for margins, headings, title page, font size & style, references; significant errors Less than 3 academic resources	0 pts No attempt made
English language	5 pts Serious attempt made for grammar, spelling, sentence structure, punctuation; few errors	3.5 pts Moderate attempt for grammar, spelling, sentence structure, punctuation; consistent errors	2 pts Little attempt made for grammar, spelling, sentence structure, punctuation; sig errors	0 pts No attempt made
Organization	5 pts Serious attempt made for intro, conclusion, transition statements, and thesis statement	3.5 pts Missing intro or concl; transition statements and/or thesis; organization mildly consistent	2 pts Missing intro or conclusion with missing thesis; no transitions.	0 pts No attempt made
Current Programs	20 pts Superior ability to present summary of what is going well or started in each domain	15 pts Moderate ability to present summary of what is going well of started; few components missing	10 pts Poor ability to present summary of what is going well or started; multiple components missing	0 pts Not Presented
Missing Components	20 pts Superior ability to present what is missing and how it would benefit students	15 pts Moderate ability to present what is missing and how it would benefit students; few components missing	10 pts Poor ability to present what is missing and how it would benefit students; multiple components missing	0 pts Not Presented
Comprehensive Plan	35 pts Superior ability to present comprehensive plan with ethical and cultural considerations. All components of audit addressed in 5 yr plan	25 pts Moderate ability to present comprehensive plan with ethical and cultural considerations. Most components of audit addressed in 5 yr plan	15 pts Poor ability to present comprehensive plan; ethical and cultural considerations neglected. Many components of audit not addressed	0 pts Not Presented
References	5 pts 10 academic references	3 pts Eight or less academic references	1 pt Five or less academic references	0 pts Not included
Audit	5 pts Completed audit included	2 pts Audit included but one day late	1 pt Audit included but to days late	0 pts Audit not included

\*Note scores midway between the posted levels are possible for each criterion at instructor's discretion