

# MERCER UNIVERSITY

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## PENFIELD COLLEGE Department of Counseling and Human Sciences Atlanta Campus

Course Title:	COUN 713: Educational Leadership for School Counselors
Instructor:	Dr. Karen D. Rowland
Office Hours:	Monday: 2-5pm; Tuesday: 2-5pm; Wednesday: 11-3pm or <i>by appointment only</i>
E-mail address:	<a href="mailto:rowland_kd@mercer.edu">rowland_kd@mercer.edu</a>
Office Phone:	678-547-6049
Class Meeting Time:	Spring 2016: <i>Web base</i>
Course Website:	<a href="http://drkdr counselingcourses.weebly.com/">http://drkdr counselingcourses.weebly.com/</a>

### **Course Description:**

The primary roles of the school counselor are presented in relationship to elementary through high school settings. Curriculum development and instruction, educational planning, and consultation and collaboration skills are introduced. Practical strategies for planning, managing, and evaluating a comprehensive school program are presented utilizing national and state models. Professional issues including confidentiality, legal and ethical standards, and the future of the profession are reviewed.

### **Purpose:**

This seminar style course will be offered in hybrid or online format and will focus on the advanced development of skills, techniques, and strategies for school counselors to be effective leaders of comprehensive developmental school counseling programs in the school and school system.

### **Student Learning Outcomes:**

The student will demonstrate:

1. Knowledge of the qualities, principles, skills, and styles of effective leadership. (CACREP-2013.Leadership I).
2. Knowledge of strategies of leadership designed to enhance the learning environment of schools.
3. Designing, implementing, managing, and evaluating a comprehensive school counseling program.
4. Understanding the important role of the school counselor as a system change agent.
5. Understanding the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.
6. Planning and presenting 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).

### **Course Prerequisites:**

Advanced Graduate standing

## Required Readings:

1. DeVoss & Andrews (2011). *School Counselors as Educational Leaders*. Pacific Groves, CA: Brooks/Cole.
2. Handouts and Other Material Assigned by the instructor.

## Resources Required:

Computer and Internet:

You will need to have access to a computer and the Internet. For more information on recommended computers, refer to the information provided by the University's IT department at the following website. The website also provides details on recommended browsers and software programs:

[http://it.mercer.edu/student/new\\_students/computer\\_recommendations.htm](http://it.mercer.edu/student/new_students/computer_recommendations.htm)

Computer and Internet access for Mercer University students is available at the various campus locations. Refer to the following website for campus locations and timings: <http://about.mercer.edu/campuses/>

Blackboard:

Blackboard is the University's learning management system. A learning management system provides students and instructors with a secure learning environment equipped with many tools for synchronous and asynchronous learning activities. When you enroll in a course through the Registrar, you will automatically be enrolled in the course's online learning environment in Blackboard. A self-enroll Blackboard training course for students is available and access information will be provided by your instructor.

To access Blackboard, go to <http://bb-mercer.blackboard.com/>

1. Enter your Mercer University issued Username (same as the one you use to access MyMercer and your Mercer University email)
2. If you do not have a password or your forgot your password, click on the Forgot Your Password? Link
3. Choose one of the options provided for requesting a new password.
4. Follow the online instructions provided and use your new password to log in to Blackboard.
5. You should see all of your courses listed in Blackboard, click on the title link for our course to access the course materials.

Contact the IT Help Desk if you are unable to access your online course or email, or if you are having technical difficulties or problems with your browser or Blackboard.

Call Mercer's IT Help Desk: Macon (478) 301-7000 or Atlanta (678) 547-8989

Email the IT Help Desk at [helpdesk@mercer.edu](mailto:helpdesk@mercer.edu)

## Course Requirements and Assignments:

- This course content is delivered exclusively "online". An online course **does not** require face-to-face meetings. All learning activities will take place online. An online course may include a variety of synchronous and asynchronous tools, which require the use of the Internet. The use of synchronous and asynchronous tools will vary among Instructors. Asynchronous activities will require students to participate in online learning activities; however, these activities are not real-time and do not require you to be online on a certain day/time. Asynchronous activities can include discussion forums, blogs, journals, wikis, etc. The use of asynchronous tools will vary among instructors. While students can generally choose when and where to complete online assignments, there are usually **specific deadlines** for online discussions, assignments and exams.
- Our official VIRTUAL day of class each week will begin on Mondays (**Day 1**) and we will end our week the following Sunday at the end of day (**11:59 pm Day 7**). These times and days are not intended for synchronized meetings. They are primarily designated for assignment submittals and deadlines.
- Weekly Application Assignments (if applicable) are due on Sundays at the end of the day

### Course Assignments:

1. Class Participation: Participation is essential to this course. Since all of the learning in this course will occur in the context of online group discussion and assignment activities, it is important that you respond to discussion questions and activities on time in order to receive credit for participation. The factors used to assess your grade include participation in all discussions as well as staying current with assigned readings. A *discussion question* will be posted in the class discussion folder every week with the **due date** always being a **week later**.
2. School Counseling District Supervisor/Director Interview: Each student will interview a director or supervisor of school counselors at the district level. Find out the joys and difficulties/obstacles the director/supervisor encounters in his/her work. Ask questions that would help you understand more about leadership in school counseling. A 5-7 page paper, including a brief summary of the interview, and your personal reactions to the interview, the director/supervisor, and the information received. \*Use the questions included in your syllabus.
3. Professional Leadership Plan: Each student will identify a leadership style/model and write a detailed description of your style of leadership in your proposed area of school counseling (i.e., a professional school counselor, head of a school guidance counseling team, director/supervisor of professional school counselors, etc.). **See your textbook to assist you in the content needed for this assignment.**
4. Comprehensive Developmental School Counseling Program Design: You are to design and create a website for your CDSCP. Your website will include a minimum of four (4) pages:
  - a. An introductory page to include your mission statement, goals and objectives and a brief biography with a photo/s of you.
  - b. A page that describes and illustrates your CDSCP students' Academic development focus, a page for students' Career development focus, and a page for student's Personal/Social development focus. (*You will need Cobia & Henderson's textbook to assist you with this assignment*).
  - c. You may also choose to develop a page that includes links for referral forms, emails, and/or contact information. *All links should include other websites or documents in PDF files.*

### EVALUATION

Grading will be done on a letter grading basis. Therefore, students are encouraged to focus on their professional development. Successful completion of the course requirements and evidence of professional development will serve as the basis for the final grade. It is the student's responsibility to have presented throughout the semester specific data representative of his/her work.

Assignment Evaluation

Participation .....	30%
Professional Leadership Plan .....	20%
CDSCP Design .....	30%
Supervisor/Director Interview .....	20%
<b>TOTAL.....</b>	<b>100%</b>

Grading Policy

A grade of **A, B, C, D, or F** will be earned based on fulfillment of all course requirements

*Grading scale:*

A	93-100%	mastery of content/concepts
<b>A-</b>	<b>90-92</b>	
B+	87-89	
B	83-86	good understanding of material
<b>B-</b>	<b>80-82</b>	
C+	77-79	
C	73-76	rather basic understanding, more work is needed to perform
<b>C-</b>	<b>70-72</b>	appropriately and at a professional level
F	<70	

- An “**A**” signifies an **exceptionally** clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to **demonstrate exceptional work**.
- Grade in the “**B+/B**” ranges are very good grades, and signify a **solid** understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be **solid** in content and were completed in a timely manner.
- Grades in the “**C+/C**” ranges indicate that the **basic objectives of the course have been achieved**, that the student has **demonstrated satisfactory mastery of the material** of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.
- The “**D**” grade is assigned for work, which is passing, but **below average in competency for college-level work**. The student receiving a grade of “**D**” has not demonstrated and/or exerted a level of effort or expertise expected of the average college student. It may also indicate that assignments were not completed in a satisfactory or timely manner, or that attendance requirements were not met.
- The “**F**” grade is failing.

**Attendance Policy:**

Students are expected to arrive on time for classes and to attend each class for the full class period. A student who has 2 absences will have a reduction in their final grade by one letter grade. Two incidences of “tardiness” will equal one absence. Tardiness is defined as not arriving at the designated start time or returning late from a scheduled class break and early departures. Students with three absences or more will receive a failing grade (F).

**Academic Honesty**

Please consult the Mercer University 2011-2012 Bulletin Academic Honesty section for policies on cheating, plagiarism and academic offenses.

**Disabilities Statement:** Students with a documented disability should inform the instructor at the close of the first class meeting or as soon as possible. If you are not registered with Disability Services, the instructor will refer you to the Disability support Services for consultation regarding documentation of your disability and eligibility for accommodations under the ADA/504. To receive accommodations, eligible students must provide each instructor with a “Faculty Accommodation Form” from Disability Services. Students must return the completed and signed form to the appropriate office. Students with a documented disability who do not wish to use academic accommodations are also strongly encouraged to register with Disability Services and complete a Faculty Accommodation Form each semester. For more information, contact:

- For Macon and Eastman: Carole Burrowbridge, Disability Services Coordinator, at 478 301 2778 or by email at [Burrowbridge\\_C@Mercer.edu](mailto:Burrowbridge_C@Mercer.edu) or visit the Web site at [www.mercer.edu/stu\\_support/swd.htm](http://www.mercer.edu/stu_support/swd.htm).
- For Atlanta, Douglas, and Henry: Rich Stilley, Assistant Dean for Campus Life, at 678 547-6823 or by email at [Stilley\\_R@Mercer.edu](mailto:Stilley_R@Mercer.edu).

**The Code of Ethics for School Counselors**

“The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility.”

Ethical Standards for School Counselors, American School Counselor Association (June 24, 2004). Retrieved January 19, 2008. <http://www.schoolcounselor.org/content.asp?contentid=173>

**The Code of Ethics for Educators**

“The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards, which represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.”

The Code of Ethics for Educators, Georgia Professional Standards Commission (July 15, 2003).  
Retrieved August 14, 2003,  
<http://www.gapsc.com/Professionalpractices/NEthics.asp>

### **Internet Resources**

Jefferson County School Counselor Resources

<http://classroom.jc-schools.net/guidance/>

School Guidance Counseling Sites

<http://www.portup.com/~lburhans/schoguid.html>

Advancing Technological Literacy among School Counselors

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

National Technology Institute for School Counselors

<http://www.techcounselor.org/nti3/nti.htm>

### **Professional Organizations**

American School Counselor Association (ASCA) <http://www.schoolcounselor.org>

American Counseling Association (ACA) <http://www.counseling.org>

Georgia School Counselors Association (GSCA) <http://www.gaschoolcounselor.org>

### **Digital Tools**

Computer Access: Computer with Macintosh or Windows operating system

Electronic Devices: Printer, Multimedia Projector, Scanner, Digital Camera,  
CD Burner

Delivery Media: Internet Access (Web Browser, Email, LiveText), CD-ROM,  
DVD

Current Software: Microsoft Office (Word, PowerPoint, Excel), Adobe (Acrobat) Reader,  
QuickTime Player or QuickTime

### **Recommended Professional Journals**

*ASCA School Counselor*

*Professional School Counseling*

*Journal of Counseling and Development*

*The Career Development Quarterly*

*The Journal of Multicultural Counseling and Development*

## Abbreviated Bibliography

- American School Counselor Association (n.d.). *School counselors: Partners in student achievement*. Retrieved November 26, 2005, from <http://www.schoolcounselor.org/files/partners%20in%20achievement.ppt>.
- Baker, S.B. (2001). Reflections on forty years in the school counseling profession: Is the glass half full or half empty? *Professional School Counseling, 5*, 75-83.
- Campbell, C. & Dahir, R.D. (1997). *Sharing the Vision: The National Standards for School Counseling Programs*. Alexandria, VA: American School Counselor Association.
- Dahir, C.A. (2000). Principals as partners in school counseling. *The ASCA Counselor, 38*(2), p. 13.
- Gysbers, N.C. & Henderson, P. (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling, 4*, 246-256.
- House, R.M. & Hayes, R.L. (2002). School counselor: Becoming key players in school reform. *Professional School Counseling, 5*, 249-256.
- Litrell, J.M. & Peterson, J.S. (2005). *Portrait and Model of a School Counselor*. Lahaska Press: Boston, MA.
- Paisley, P.O. & McMahon, H.G. (2001). School counseling for the 21<sup>st</sup> century: Challenges and opportunities, *Professional School Counseling, 5*, 106-115.
- Pederson, P.B. & Carey, J.B. (2003). *Multicultural Counseling in Schools: A Practical Handbook* (2<sup>nd</sup> ed). Allyn & Bacon: Boston, MA.
- Pérusse R. & Goodnough, G.E. (2001). A comparison of existing school counselor program content with the education trust initiatives. *Counselor Education and Supervision, 41*, 100-110.
- Pérusse, R., Goodnough, G.E., & Donegan, J., Jones, C. (2004). Perceptions of school counselors and school principals for school counseling programs and the transforming school counseling initiative. *Professional School Counseling, 3*, 152-161.
- Schwallie-Giddis, P., ter Maat, M., & Pak, M. (2003). Initiating leadership by introducing and implementing the ASCA national model. *Professional School Counseling, 6*, 170-173.
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- Whiston, S.C. & Sexton, T. L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling and Development, 76*, 412-426.



## **TENTATIVE CLASS SCHEDULE**

<b><u>Date</u></b>	<b><u>Assignment</u></b>	<b><u>Activity</u></b>
Week 1 1/11/2016	Chapter 1	School Counselors in the Twenty-First Century
Week 2 1/17	Chapter 2	The Vision: The Nation Model
Week 3 1/25	Chapter 3	The Mandate for School Counselor Leadership
Week 4 2/1	Chapter 4	Leadership Theory for School Counselors
Week 5 2/8	Chapter 5	Leadership Style Exploration
Week 6 2/15	Chapter 6	Leadership Assessment
Week 7 2/22		<b><i>School Counseling District Supervisor/Director Interview due</i></b>
Week 8 2/29	Chapter 7	A Leadership Improvement Plan
Week 9 3/7		<b><i>SPRING BREAK</i></b>
Week 10 3/14	Chapter 8	Leadership Challenges Ahead
Week 11 3/21	Chapter 9	The School Counselor Advocate
Week 12 3/28	Chapter 10	Leadership in Collaboration and Consultation
Week 13 4/4		<b><i>Professional Leadership Plan due</i></b>
Week 14 4/11	Chapter 11	Leadership, Accountability, and Data
Week 15 4/18	Chapter 12	Next Step: Walking the Walk of Leadership
Week 16 4/25		<b><i>Comprehensive Developmental School Counseling Program Design due</i></b>

*\*Please check course website every week for updates on class activities and course assignments.*

**Note:** This syllabus is a guide that may be amended as needed: the schedule, course topics and course requirements.