Instructor: Whitney Triplett, MA, LPC, NCC
Phone Number: Provided in class
E-mail: wtriplett@luc.edu (best way to get in touch with me!)
Office Hours: By appointment

Required Texts


Suggested Texts


Supplemental Resources

- 2016 ASCA Webinar Series
- ASCA SCENE
- ASCA Position Statements
- ASCA Mindsets & Behaviors (2014)
- ASCA Ethical Standards for School Counselors (2016)
- School Counselors’ Online Professional Exchange (SCOPE)
- The Center for Excellence in School Counseling and Leadership (CESCaL)

Course Description

This course is designed to introduce students to the philosophy of a comprehensive, developmental K-12 school counseling program and to the national standards for school counseling. The emphasis will be on school counselors’ roles and functions as defined by the American School Counselor Association.

Participants in this course will be able to develop and implement a school counseling program according to the American School Counselor Association’s national standards and the Illinois Developmental Counseling Model.

Methods of Instruction

This course will include a variety of instructional methods including, but not limited to, cooperative learning groups, role-play, class discussions, field/site visits, case study analysis, videos, student presentations, readings, and lectures. The students and instructor will share responsibility for the learning experiences that take place throughout the course. Students are expected to critically discuss issues relevant to public education and to the profession of school counseling. This will require focused reading and reflection before each class.

Students with disabilities, who need reasonable accommodations to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify appropriate arrangements to support your success.
Attendance and Participation

Since much of the learning in this course occurs in the context of discussion and cooperative learning, you are expected to be present for all class meetings. Participation - a rich and lively exchange of ideas, perspectives, and feedback - is essential to your growth as a school counselor. You are expected to be both an active listener and an active speaker, contributing constructively to class discussions. Students are encouraged to think for themselves and to respectfully question, critique, or challenge the materials or the instructor at whatever time the student deems appropriate.

It is important to remember that class members are from a wide array of backgrounds and experiences. As such, active and respectful participation is an important class requirement. Learning to be an effective counselor involves assessing one’s personal values and assumptions, and seeking to understand the values and assumptions of others. Therefore, students will be expected to discuss their personal views and assumptions in class. This course should be regarded as a safe space for such conversations. Class members’ personal stories, struggles, and viewpoints are to be protected by all class members and regarded as confidential. For this reason, audio and/or visual recordings of class meetings are prohibited.

IDEA Objectives Essential to the Course

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Acquiring skills in working with others as a member of a team

IDEA Objectives Important to the Course

- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)

Upon completion of this course, the student will have competencies as indicated by the Illinois School Counselor Content-Area Standards including the following:

- Students will be able to articulate basic history and current trends in school counseling.
- Students will be able to conceptualize a comprehensive, developmental school counseling program for a particular school level, including individual, small group and large-group programming, and collaborative partnerships within the school and community.
- Students will be able to articulate ways in which school counselors can serve as change agents in the school culture and climate.
- Students will be able to develop and incorporate multicultural understanding into their framework.
- Students will be able to articulate social and emotional concerns of children and adolescents.

Conceptual Framework and Conceptual Framework Standards

Professionalism in the Service of Social Justice: As a professional school counselor, you can be a vehicle for justice. Issues of oppression, privilege, equity, access, opportunity, inclusion, exclusion, and discrimination are present throughout our society. You will be in a unique position to apply the knowledge and skills as a school counselor in an ethical and reflective manner in order to promote the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work. www.luc.edu/education/mission/

Dispositions

The School of Education evaluates students on dispositions, Professionalism, Fairness, and the Belief that All Students Can Learn, to assess growth across our programs to provide more feedback on performance and behavior. The disposition of “Professionalism” will be assessed for students in this course via LiveText.

Diversity

Your department and program are committed to issues of diversity including, but not limited to: race, gender, sexual orientation, social class, ethnicity, ability, and status. Readings, discussions, and other class activities are designed to facilitate your development as a culturally competent and collaborative professional who is able to work effectively with diverse clients and communities. Diversity is integral to the study of education, the social justice mission of the School of Education and your effectiveness as a professional school counselor.
Professional Behavior

Cell Phones/Laptops/Tablets: Cell phones are expected to be turned off during class. If there is some reason why you must keep yours on, please discuss it with me individually. Appropriate use of laptops and tablets is permitted in class. However, should this become a distraction to you, the instructor, or your peers, as determined by the instructor, you will be asked to refrain from further use.

Submission of Assignments

It is expected that all readings and assignments be completed prior to each class. Assignments are your professional responsibility and should reflect your best work. Spell checking, grammar checking and proper formatting are expected. Unless otherwise noted, all assignments should include a cover page and should be typed in 12-point font with 1-inch margins following APA Style (6th edition). Upload all final assignments to Sakai by 4:00pm on the due date, outlined in the table below. Papers not meeting minimal graduate school quality requirements, as determined by the instructor, will be returned ungraded for revisions. When revised, these papers will have a reduced maximum grade.

Be sure to check your LUC e-mail account regularly. Failure to do so can result in missed information for which you are responsible.

Late Work Policy

This is a graduate-level class. As such, late work is not permitted and will receive a grade of zero. Exceptions may be made by prior arrangement with the instructor on a case-by-case basis. If an emergency should arise that impedes your ability to submit your assignment on time, please contact the instructor as soon as possible to make arrangements.

Weighting of Assignments

<table>
<thead>
<tr>
<th>Participation</th>
<th>25 Points</th>
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<tbody>
<tr>
<td>→ Contributions to Class Discussions (5 points)</td>
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<td>→ Journal Reflections (11 points)</td>
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<tr>
<td>→ Icebreaker Facilitation (5 points)</td>
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<td>→ Data Quiz (4 points)</td>
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<tr>
<td>Elevator Speech about the Transformed School Counseling Profession</td>
<td>10 Points</td>
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<tr>
<td>Leadership Story</td>
<td>10 Points</td>
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<tr>
<td>Professional Goals Paper/Interview of a School Counselor</td>
<td>20 Points</td>
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<tr>
<td>Professional School Counseling Program Handbook</td>
<td>20 Points</td>
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<tr>
<td>Post-Test</td>
<td>15 Points</td>
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</tbody>
</table>

See the appendix for assignment details.

Grading Policy

Before each assignment is due, the instructor will discuss the criteria for grading. For the course grade, the total accumulation of points will be used to determine your grade based on the table below. A grade of 79 (C+) or below will require the student to retake the course before being eligible to apply for and accept a counseling practicum.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>86-83 points</td>
<td>B-</td>
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<tr>
<td>89-87 points</td>
<td>B+</td>
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<td>92-90 points</td>
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<td>D</td>
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<td>59-0 points</td>
<td>F</td>
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<tr>
<td>Date</td>
<td>Topics</td>
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<td>--------------</td>
<td>------------------------------------------------------------------------</td>
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</tbody>
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| August 29    | Welcome! Course Intro History of School Counseling Pre-Test            | Gyspers Video  
Erford, Ch.1  
ASCA, pp. vii-20 |
| September 5  | Labor Day - No Class                                                   | There will be no in-class meeting. Please be mindful of the readings due next class. |
| September 12 | The Achievement Gap Transforming School Counseling Initiative (TSCI)    | Erford, Ch. 3  
Holcomb-McCoy, Ch. 1  
Ted Talk: Color Blind or Color Brave?  
Article: The Emerging Connection Gap  
Journal Reflection |
| September 19 | Social Justice Lens Cultural Competency Challenging Bias               | Erford, Ch. 8  
Holcomb-McCoy, Chs. 2, 7, 9  
Reading TBA (will be assigned in class)  
Journal Reflection |
| September 26 | ASCA Model Overview Foundation  
⇒ Beliefs, vision, mission  
⇒ Student standards  
⇒ Professional competencies | Erford, Ch. 2  
ASCA, pp. 21-40  
Holcomb-McCoy, Ch. 6  
Journal Reflection |
| October 3    | ASCA Model - Management  
⇒ Assessments  
⇒ Annual Agreement  
⇒ Advisory Council  
⇒ Use of Data, Writing SMART Goals | Erford, Ch. 4  
ASCA, pp. 41-53, 59-68  
Article: Counselor Beliefs about Data  
Journal Reflection  
Professional Goals Paper/Interview DUE |
| October 10   | Fall Break/Columbus Day - No Class                                     | There will be no in-class meeting. Please be mindful of the readings due next class. |
| October 17   | ASCA Model - Management, continued...  
⇒ Action Plans  
⇒ Lesson Plans  
⇒ Calendars  
Data Quiz | ASCA, pp. 53-58, 69-82  
Holcomb-McCoy, Ch. 3  
Journal Reflection  
Program components 1, 2, 3 DUE |
| October 24   | ASCA Model - Delivery - Direct Services  
⇒ Core Curriculum  
⇒ Individual Student Planning  
⇒ Responsive Services | Erford, Ch. 10 & 13  
ASCA, pp. 83-98  
Journal Reflection  
Program components 4, 5, 6, 7 DUE |
| October 31   | ASCA Model - Delivery - Indirect Services  
⇒ Referrals  
⇒ Consultation  
⇒ Collaboration & Teaming | Erford, Ch. 14  
Holcomb-McCoy, Chs. 4, 5, 8  
Journal Reflection  
Program components 8, 9, 10 DUE |
| November 7   | ASCA Model - Accountability  
⇒ Analysis  
⇒ Results Reports/Flashlights  
⇒ Evaluation & Improvement  
RAMP | Erford, Ch. 5 & 6  
ASCA, pp. 99-125  
FLOTUS Address @ ASCA  
Journal Reflection  
Program components 11 & 12 DUE |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments Due Before Class</th>
</tr>
</thead>
</table>
| November 14  | Leadership & Advocacy  
The Principal-Counselor Relationship  
Marketing Your Program | Erford, Ch. 9  
Article: [A Closer Look at the Principal-Counselor Relationship](#)  
Policy Letter from Arne Duncan  
Article: [Make Your Mark (pp. 27-31 only)](#)  
Journal Reflection  
Have questions prepared for the guest speaker  
Program components 13 & 14 DUE |
| November 21  | Setting up Effective Systems  
Self-Care  
CPS Master Counselor Panel | Article: [Who is your most important client?](#)  
Article: [Compassion Fatigue](#)  
Have questions prepared for the panel  
Journal Reflection  
Program components 15 & 16 DUE |
| November 28  | Ethical Issues  
Special Education  
Mental Health | Erford, Ch. 7, 15, 16, 17  
Article: [The School Counselor’s External Office](#)  
Journal Reflection  
Program components 17 & 18 DUE |
| December 5   | Post-Test                                                              | Program components 19 & 20 DUE                                             |
| December 12  | Class held at IIT for the CPS SWAP Event -  
Sessions by school counselors for school counselors! | [Elevator Speech DUE](#)                                                  |

*The syllabus and schedule are subject to change if deemed necessary by the instructor.*
APPENDIX

Journal Reflections

As graduate students, you will be expected to lead and fully participate in our class discussions. To help you prepare, you must complete a journal reflection before each class, pertaining to the assigned readings and containing your reactions, thoughts, ideas, and questions. Journal reflections must be at least 250 words in length. There are no requirements for formatting (bullet points are ok), although reflections should be free from spelling and grammatical errors. Journal reflections should be uploaded to Sakai by 4pm on the day of class.

Icebreaker

Facilitate a 10-minute icebreaker activity that can be used with students or adults. Provide a write-up using the template provided. Sign-ups will occur on the first day of class. Each student will be expected to facilitate one icebreaker at the beginning of the class for which they signed up. Up to two students can co-facilitate if desired, but are the responsible lead for only one icebreaker, which is graded. BEFORE BEGINNING THIS ASSIGNMENT, READ THIS (you cannot use one of the icebreakers described in the article).

Elevator Speech about the Transformed Profession of School Counseling

Orally present your 60-second answer to the following scenario: Imagine you find yourself in an elevator with the CEO of Chicago Public Schools (or other influential figure). Since you’re wearing a school counseling shirt with the word “guidance” marked out, he/she asks you what the difference is between a “guidance counselor” and a "school counselor." You have less than 60 seconds to explain the difference and advocate for the transformed profession of school counseling.

Professional School Counseling Program Handbook Components

Select any "real" school and imagine that you will be employed there as a school counselor for the upcoming school year. Use the school's real data as context for completing the following components.

Component 1: Present an easy-to-understand synopsis of the ASCA School Counselor Competencies. Describe how the competencies are incorporated into the roles and activities of the school counseling program. Must be original work.

Component 2: Present an easy-to-understand synopsis of ASCA’s Ethical Standards for School Counselors (2016). Describe how the standards are to be used by school counselors in their day-to-day work. Must be original work.

Component 3: Present an easy-to-understand synopsis of the ASCA Mindsets and Behaviors: Student Standards for Success. Describe how the standards are incorporated into the activities of the school counseling program. Must be original work.

Component 4: Create a welcome letter to be distributed to faculty, staff, parents, and students announcing the general school counseling services, the role of the school counselor, your credentials/experience, process for referring students to the counselor, confidentiality clause, and any other relevant information. Must be original work. Cite any sources used.

Component 5: School Counseling Program Mission Statement and Vision Statement. Must be original work.

Component 6: Discussion of procedures for handling emergencies such as child abuse/neglect, student ideation of harm to self or others, homicide, suicide, unexpected death, shooting, natural disaster, etc. Must be original work. Cite your sources.

Component 7: Describe the purpose and importance of the Annual Agreement. Include your own sample completed Annual Agreement. Must be original work.
Component 8: Provide an overview of the school’s population and outcome data, disaggregated by relevant subgroups. Include the following:

- Name and website of real school (include all data sources)
- Total number of students
- Grade levels served
- % Low Income
- % Diverse Learners
- % English Language Learners
- Mobility Rate
- Race/Ethnicity
- Average Daily Attendance
- Student Misconducts/Suspensions/Expulsions
- Any outcome data metric(s) of your choosing, disaggregated by relevant subpopulation

Component 9: Discussion of data disaggregation. What gaps in achievement did you find? What are your recommendations for how the school counselor can address those gaps? Must be your original work.

Component 10: Write 3 S.M.A.R.T. goals that address the needs of your school’s population - one goal per domain (academic, social/emotional, career).

Component 11: Create a core curriculum action plan using the ASCA RAMP template. The action plan should clearly address the gaps and issues you uncovered in components 8 & 9 and should support your S.M.A.R.T. goals. Must be your original work. Cite any sources used.

Component 12: Create a full year calendar of counseling programming/activities for all grade levels. If not your original work, cite your source.

Component 13: Using ASCA’s position statement on confidentiality and Ethical Standards, create your own confidentiality statement to distribute to students, families, and school staff. Cite the sources used.

Component 14: Include a core curriculum classroom lesson plan, using the ASCA RAMP template. The lesson should support one of your three S.M.A.R.T. goals and should be listed in your action plan. If not your original work, cite your source.

Component 15: Include a small group lesson plan, using the ASCA RAMP template. The lesson should support one of your three S.M.A.R.T. goals and should be listed in your action plan. If not your original work, cite your source.

Component 16: Create a list of local and online resources for students and families. If not your original work, cite your source.

Component 17: Include a needs assessment questionnaire for each of the following audiences: (1) students, (2) parents, and (3) staff. If not your original work, cite your source.

Component 18: Create a blog, website, or e-flyer (i.e. Smore) marketing your school counseling program to the target audience of students, parents, and staff.

Component 19: Discuss the importance and function of results reports and flashlight presentations. Include a sample of each. If the sample are not your original work, cite your source.

Component 20: Discuss how your counseling program will be evaluated. Cite any district evaluation frameworks, if relevant (i.e. The Chicago Public Schools REACH Framework for School Counselors). 1000-word minimum.

**Leadership Story**

Orally present your 5-10 minute Leadership Story to the class. Sign-ups will occur on the first day of class. Read this before beginning. Use the Leadership - Tell Your Story Packet to help you prepare. Turn in your presentation notes via Sakai by 4:00pm on the day you present (no specific formatting requirements except for spell-check/grammar-check).
Interview of a Professional School Counselor/Professional Goals Paper

Each student will interview a professional school counselor to inform their Professional Goals Paper (7-10 pages, APA format). Ask questions that will help you understand more about the field of school counseling. Use the guidelines provided below to guide your questions:

1. Rationale for interview:
   a. To learn about students’ greatest needs
   b. To understand the role of a school counselor in addressing students’ needs
   c. To explore how school counselors address systemic barriers to student success
   d. To explore the role of a school counselor in addressing social justice issues

2. Background information
   a. Length of time in current setting/position
   b. Previous work experience
   c. Academic background/certification
   d. Current involvement with students and staff
   e. Expectations in current role (i.e. job responsibilities)
   f. Background information about students

3. Perceptions of Student Needs and Community Resources
   a. Greatest concerns about students at their school
   b. Greatest strengths of students at their school
   c. Urgency and span of needs
   d. Community/familial support in addressing needs
   e. Important challenges and pressures for administration
   f. Attempts by the school to resolve issues
   g. School counselor’s perception of the root cause(s) of the issues

4. School Counseling Program Influence
   a. How needs are being addressed by the school counseling program (include an example of a recent, successful change effort) and further resolution needed
   b. School counselor’s use of data
   c. Important elements of an ideal school counseling program
   d. Strengths of the school counseling program and improvements needed
   e. Student, staff, and administration’s perception of the school counseling program
   f. Principal-counselor relationship
   g. Collaboration/teaming responsibilities/opportunities
   h. Meeting the needs of special populations
   i. Tier 1, 2, 3 supports provided by the school counseling program
   j. Counselor visibility and availability (successes and impediments)
   k. Physical environment of the school counseling office
   l. Demonstration of school counseling program’s successes to all stakeholders

5. Non-counseling duties expected of school counselors and advocacy attempts by the counselor to alleviate those duties

6. Any additional questions you have for the school counselor

Requirements of Interviewee:

1. Must hold an active Professional Educator License (PEL) with School Counselor endorsement. Click here to verify.
2. Must be currently employed as a school counselor.

*Please be sure to obtain verbal informed consent prior to conducting the interview and remember to send a thank you note following the interview.

Professional Goals Paper - Contents:
1. An interview report - brief summary of the interview and your personal reactions to (1) the interview process, (2) the school counselor, and (3) the information received. Include any challenges you faced in conducting the interview (i.e. biases, anxieties, stereotypes) as well as the easiest, hardest, and most surprising elements of the interview.

2. Your reasons for/interest in becoming a school counselor

3. What school level you are interested in and why

4. How you envision yourself in your role as a school counselor within the next 8-10 years

5. What you hope students, families, teachers, the community, and the world will gain from your expertise and service as a professional school counselor

6. Your self-care plan - how you intend to take care of yourself physically, mentally, emotionally, spiritually, socially, educationally, etc. Be specific, including examples and timelines where applicable.
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Fairness, and the Belief that All Students Can Learn. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link
www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

I understand and agree to adhere to the requirements of this course, as outlined in this syllabus.

________________________________________  _________________________  _________________________
Print Name                               Signature                               Date