


Though not required, students are strongly encouraged to join both the American School Counselor Association and Illinois School Counselor Association as student members.

Supplemental Resources

- 2017 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 the transformed school counseling profession, recognizing that school counselors are leaders, collaborators, advocates, and systemic change agents. The emphasis will be on school counselors’ roles and functions as defined by the American School Counselor Association and The Developmental Counseling Model for Illinois Schools.

Upon successful completion of this course, students will be able to develop, implement, and evaluate a school counseling program that is comprehensive in scope, preventative in design, developmental in nature, and effects positive systemic change, ensuring that ALL students have equitable access to a high-quality education.

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.

Conceptual Framework and Conceptual Framework Standards

Social Action through Education: As school counselors, we work to transcend openness, understanding, tolerance, and acceptance, instead working intentionally to promote proportional representation where there is disproportionality, resilience where there is vulnerability or risk, connectedness where there is isolation, and equity where there is none. Issues of oppression, privilege, access, opportunity, exclusion, and discrimination are present throughout our society. You will be in a
unique position as a school counselor to apply your social justice lens in an ethical and reflective manner to advocate for equitable educational systems that benefit ALL students. This class is designed to foster the belief that your role as a social justice advocate is a central and critical aspect of your professional work. It is also designed to enable you to thoughtfully and effectively collaborate with other educational leaders to develop solutions to these complex systemic issues for the benefit of all students in the school community. For more info: www.luc.edu/education/mission

Dispositions

The School of Education evaluates students on the dispositions of Professionalism, Inquiry, and Social Justice to assess growth across our programs to provide more feedback on performance and behavior. The dispositions of “Professionalism” and “Social Justice” will be assessed for students in this course via LiveText.

IDEA Objectives

Essential to the Course:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Important to the Course:

- Learning to apply knowledge and skills to benefit others or serve the public good
- Acquiring skills in working with others as a member of a team

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, preventative, 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 academic, social/emotional, and college/career concerns of children and adolescents.

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 and for diverse clients and communities. Diversity is integral to the study of education, the social justice mission of the School of Education and your effectiveness/deliverables as a professional school counselor.

Professional Behavior

- 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 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, respectful participation is an important class requirement. This class affords you the opportunity to learn and grow in an environment that is safe to make cultural mistakes, express thoughts/values/ideas in a respectful way, and ask questions or raise discussions that you may have been hesitant to ask or raise in the past. Learning to be an effective school 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.

- **Technology:** 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. Being unprepared is often a way to sabotage one’s learning and limits the benefits one gains from class activities. 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 be drafted in Google Docs and shared with the instructor with “comment” access via Sakai (no MS Word, etc.). The only exception is journal reflections, which should be drafted within Sakai. Upload all final assignments to Sakai by 4:00pm on the due date, outlined in the table below. Submitted assignments not meeting an appropriate level of quality as determined by the instructor will be returned ungraded for revisions. When revised, these papers may have a reduced maximum grade.

- **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, at the discretion of the instructor. If an emergency should arise that impedes your ability to submit your assignment on time, please email the instructor as soon as possible to make arrangements.

- **Collaboration:** Although collaboration with your peers is encouraged to discuss issues, topics, and to help study, you are expected to complete your work independently when individual assignments are given. Carry your fair share in teamed assignments. If you feel that the teaming is not resulting in equitable loads, raise the issue for discussion with your teammate(s) and, if not resolved with your teammate(s), please speak with the instructor.

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

- **Academic Honesty:** Per the Graduate School’s [Academic Policies](#), “Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care...which demands that the pursuit of knowledge in the university community be carried out with integrity. Academic dishonesty is characterized by the failure to apply this ethic; i.e., any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in her or his name. A student’s failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university.”

### Weighting of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>17</td>
</tr>
<tr>
<td>➔ Contributions to Class Discussions (5 points)</td>
<td></td>
</tr>
<tr>
<td>➔ Journal Reflections (12 points)</td>
<td></td>
</tr>
<tr>
<td>Data Quiz</td>
<td>5</td>
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<tr>
<td>Elevator Speech about the Transformed School Counseling Profession</td>
<td>5</td>
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<tr>
<td>Leadership Story</td>
<td>8</td>
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<tr>
<td>Professional Goals Paper/Interview of a School Counselor</td>
<td>8</td>
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<tr>
<td>Professional School Counseling Program Handbook</td>
<td>42</td>
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<tr>
<td>Post-Test</td>
<td>15</td>
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</tbody>
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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>Letter</th>
<th>Description</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-93 points</td>
<td>A</td>
<td>82-80 points</td>
<td>69-67 points</td>
</tr>
<tr>
<td>92-90 points</td>
<td>A-</td>
<td>79-77 points</td>
<td>66-60 points</td>
</tr>
<tr>
<td>89-87 points</td>
<td>B+</td>
<td>76-73 points</td>
<td>59-0 points</td>
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<tr>
<td>86-83 points</td>
<td>B</td>
<td>72-70 points</td>
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Schedule of Topics/Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments Due Before Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28</td>
<td>Welcome! Course Intro/Overview History of School Counseling Recent “Miracles” in School Counseling Pre-Test</td>
<td>Hatch, p. 1-16 Erford, Ch. 1 Gyspers Video [41:10]</td>
</tr>
<tr>
<td>September 4</td>
<td>Labor Day - No Class</td>
<td>There will be no in-class meeting. Please be mindful of the readings due next class.</td>
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<tr>
<td>September 25</td>
<td>Professionalism - ASCA &amp; ISCA ASCA Model Overview Foundation Beliefs, vision, mission Student standards Professional competencies</td>
<td>Erford, Ch. 2 ASCA, pp. vii-40 Journal Reflection Due Professional Goals Paper/Interview DUE</td>
</tr>
<tr>
<td>October 2</td>
<td>ASCA Model - Management Use of Time Annual Agreement Advisory Council Calendars</td>
<td>ASCA, pp. 41-82 Hatch, Ch. 9 Journal Reflection Due Component 1 Due</td>
</tr>
<tr>
<td>October 9</td>
<td>Fall Break/Columbus Day - No Class</td>
<td>There will be no in-class meeting. Please be mindful of the readings due next class.</td>
</tr>
<tr>
<td>October 16</td>
<td>ASCA Model - Management, continued... Use of Data, Writing SMART Goals Action Plans</td>
<td>Hatch, p. 51-63, 73-85, 93-110 Journal Reflection Due Components 2, 3, 4 Due</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Readings/Assignments Due Before Class</td>
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| October 23 | MTMDSS Overview, ASCA Model - Delivery → Direct vs. Indirect Services → Needs Assessments → Tier I Core Curriculum → Lesson Plan Development **Data Quiz** | **Multi-Tiered Multi-Domained System of Supports**  
ASCA, pp. 83-98  
Hatch, p. 20-35, 112-119, 141-168  
Erford, p. 224-241  
Journal Reflection Due  
**Data Quiz will be given in class** |
| October 30 | ASCA Model - Delivery, Continued... → Tier II Intentional School Counseling → Responsive Services → Referrals, Consultation, Collaboration, & Teaming | Hatch, p. 37-41, 120, 130-134  
Illinois Model for Developmental Counseling, 2018 Draft Revision, Ch. 5 (skim the resource section on free curricula - link will be provided in class)  
Journal Reflection Due  
**Component 5 Due** |
| November 6 | ASCA Model - Accountability → Results Reports/Flashlights → Evaluation & Improvement RAMP | **Component 6 Due**  
ASCA, pp. 99-125  
Hatch, p. 223-243  
Erford, p. 92-113  
Journal Reflection Due |
| November 13 | Leadership & Advocacy  
The Principal-Counselor Relationship  
Hierarchy of Leadership in Education  
Union agreements  
Guest Speaker | **Component 7 Due**  
Erford, Ch. 9  
FLOTUS Address @ ASCA [26:34]  
Policy Letter from Arne Duncan  
Review the "key findings" from the following article: A Closer Look at the Principal-Counselor Relationship  
Journal Reflection Due |
| November 20 | Ethical/Legal Issues  
Marketing Your Program | **Component 8 Due**  
Erford, Ch. 7  
Article: The School Counselor’s External Office  
Article: Make Your Mark (pp. 27-31 only)  
Journal Reflection Due |
| November 27 | Setting up Effective Systems  
Self-Care  
Guest Panel: CPS Master Counselors | **Component 9 Due**  
Article: Who is your most important client?  
Article: Compassion Fatigue  
Have questions prepared for the guest panel  
Journal Reflection Due |
| December 4 | Presentations | **Component 10 Due** |
| December 11 | Presentations  
Post-Test | **Elevator Speech Due** |

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

Journal Reflections (12 points possible)

As graduate students, you will be expected to 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. To receive full credit, the journal entry must be at least 250 words in length and include your reactions to EACH of the assigned readings and videos. There are no requirements for formatting (bullet points are ok), although reflections should be free from spelling and grammatical errors. Journal reflections must be entered directly into Sakai by 4pm on the day of class (do not upload any documents). You will then share your responses in small and/or whole group discussions/activities.

Leadership Story (8 points possible)

Orally present your 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).

Elevator Speech about the Transformed Profession of School Counseling (5 points possible)

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, before the person gets off the elevator. Food for thought.

Interview of a School Counselor/Professional Goals Paper (8 points possible)

Each student will interview a school counselor to inform their professional goals paper (4-5 pages, 12-pt Arial, double spaced, 1-in margins). Ask questions that will help you understand more about the field of school counseling. Use the below outline 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. Academic background/certification
   c. Current involvement with students and staff
   d. Expectations in current role (i.e. job responsibilities)
   e. Background information about students

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

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/marketing of program  

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

To receive credit for this assignment, the interviewee must satisfy both of the below requirements (will be verified by the instructor):  
1. Must hold an active Illinois Professional Educator License (PEL) with School Counselor endorsement. Click here to verify. Credentials will also be verified by the instructor.  
2. Must be currently employed as and hold the job title, “school counselor.”  

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

Your paper should include/address the following:  
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 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.

Comprehensive School Counseling Program Handbook (42 points possible)  
Your handbook should be created in Google Docs and shared with the instructor, giving “comment” access. Use the same doc file for all components (just keep adding to it, using headings and a hyperlinked table of contents to organize your file - a demonstration will take place in class). Respect others’ intellectual property - clearly cite any sources used.

Component 1: Guidance Counseling vs. School Counseling (5 points)  
Discuss the difference between a “guidance counselor” and a “professional school counselor.” Explain the role of the school counselor in closing the achievement gap and ensuring equity and access for all students (400-600 words).

Component 2: Competencies and Standards (2 points)  
In your own words, present an easy-to-understand synopsis of each of the following:
A. ASCA School Counselor Competencies - Be sure to discuss how the competencies should be incorporated into the roles and activities of a school counseling program (1-2 paragraphs total).  
B. ASCA's Ethical Standards for School Counselors (2016) - Be sure to describe how the standards are to be used by school counselors in their day-to-day work (1-2 paragraphs).  
C. ASCA Mindsets and Behaviors: Student Standards for Success - Describe how the standards should be incorporated into the activities of a school counseling program.
Component 3: Annual Agreement (2 points)
Describe the purpose and importance of the Annual Agreement. Include your own sample completed Annual Agreement (ASCA template required).

Component 4: Use of Time (1 point)
A chart of recommended usage of time for the school counselor, including examples.

Component 5: Annual Calendar (2 points)
Create a full year calendar of school counseling programming/activities for all grade levels. Cite any sources used.

Component 6: Needs Assessments (3 points)
Include a needs assessment questionnaire for each of the following audiences: (1) students, (2) parents, and (3) staff.

Component 7: Sample Tier I Lesson Plan (5 points)
Sample phenomenal tier I lesson plan package: (1) lesson plan (use the ASCA template), (2) any needed materials, such as a slide presentation, activity materials/props, etc., and (3) Pre-/Post-Test. Before beginning, watch the tutorial on writing objectives.

Component 8: Outcomes of the School Counseling Program (2 points)
Briefly discuss the importance and function of results reports and flashlight presentations (100 words or less). Include a completed sample of each.

Component 9: Program Brochure (10 points)
Develop a program brochure that could be distributed to students, parents, and staff to inform them about your comprehensive school counseling program. Must include the following:
- School logo/branding (make it visually appealing such that students, parents, and staff will want to read it!)
- School Counseling Program Mission Statement and Vision Statement.
- Menu of services (can be linked to another document you created)
- Link to a list you create of local/online resources for students and families.
- Confidentiality statement (should be a “quick read” and written on a 3rd grade reading level). In drafting this statement, refer to ASCA’s position statement on confidentiality and the ASCA’s Ethical Standards for School Counselors (2016).
- How to see the school counselor/referral process/contact info. Link to appropriate referral forms that you develop (minimally, must include a teacher referral form).

Component 10: Board Presentation (in pairs) (10 points)
In groups of two, assume you have both been hired at XYZ School (choose any “real” school) and the School Board/Local School Council wants a 15-minute presentation describing your comprehensive school counseling program. Use the school’s real data as context for developing your slide presentation and supplemental materials. You will present this orally in class with your partner toward the end of the semester.

1. Three S.M.A.R.T. goals that address the needs of your school’s population - one goal per domain (academic, social/emotional, career).
2. Action Plans:
   - Core Curriculum Action Plan: create this action plan outlining the services you will provide to all students.
   - Intentional Action Plan: Create this action plan outlining the services you will provide to students based on a pre-determined, data-driven need. Must be related to one of your S.M.A.R.T. goals.
3. Plan for monitoring your progress toward your goals, as well as the plan for evaluating the effectiveness of your overall program.
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, Inquiry, and Social Justice. 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. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. 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 ____________________________