

**CNE 635: LEADERSHIP, ADVOCACY, AND ACCOUNTABILITY IN SCHOOL COUNSELING**  
*CNE 635 is a required course for the Masters in Counseling and the School Counseling Certification*  
**College of Education**  
**Department of Educational Leadership and Counseling**  
Spring 2008  
*CNE 635 01*



Enhancing The Future  
Through Educator Preparation

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**Text/Readings:** Erford, Bradley T. (2007). *Transforming the School Counseling Profession*. Upper Saddle River, New Jersey: Pearson Education, Inc.

Texas Education Agency (1999). *A Model Developmental Guidance and Counseling Program for Texas Public Schools*. Austin, TX: author. (can download it from the TEA website)

American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs, Second Edition*. Alexandria, VA: Author. (can be purchased on the ASCA website)

**Course Description:** A comprehensive study is made of contemporary practices of leadership, advocacy, and accountability in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive guidance programs and the National Model, accountability measures, leadership qualities and styles, legal and ethical practices, and multiculturalism in the schools in the 21<sup>st</sup> century. **The curriculum for this course includes (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.**

**Prerequisites:** CNE 533, CNE 564, AND CNE 663

**IDEA Objectives:** Learning to apply course material (to improve thinking, problem solving, & decisions).  
Developing specific skills, competencies, and points of view needed by professionals in this field.  
Gaining factual knowledge (terminology, classifications, methods, trends).  
Learning how to find and use resources for answering questions or solving problems.

**CACREP Objectives:**

1. Professional Identity – Studies that provide an understanding of all of the following aspects of professional functioning:
  - K1a; history and philosophy of the counseling profession; including significant factors and events;
  - K1c; technological competence and computer literacy;
  - K1d; professional organizations, primarily ACA, its divisions, branches, and affiliates, including Membership benefits, activities, services to members, and current emphases;
  - K1e; professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
  - K1g; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;

- K1h; ethical standards of ACA and related entities, and applications of ethical and legal considerations in Professional counseling
- K2c; individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups
- K3c; human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
- K5a; counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills
- K5d; a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other Systems theories as appropriate modalities for family assessment and counseling
- K5e; general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation
- K8d; principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <i>Specialty Organization Standards CACREP</i></li> <li>• <b>NCATE</b></li> </ul>
1. Conceptualize the history and philosophy of the counseling profession including significant factors, events, and ASCA National Standards.	Read assigned readings from textbook, professional articles and ASCA National Standards for School Counseling Programs.  Interview a professional school counselor regarding the ASCA National Model.	Recall information on exam. Align National Standards with an overall guidance plan.	<b>SB – b1; f1</b>  <b>CA – K1a</b>  <b>NC – 1.4</b>
2. Become familiar with the Proficiencies for Counselors from the State Board for Certification.	Review State Board for Education Standards for the School Counseling Certificate.	Complete Standards Checklist.  Recall information on exam.	<b>SB – a-g</b>  <b>CA – K1e</b>  <b>NC – 1.6</b>
3. Understand human behavior including an understanding of developmental crisis, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental	Class discussion of normal development of children, adolescents and adults and how it fits into the total guidance program.  Read chapters on counseling with at-risk students, students with disabilities, and emotionally disturbed students.	Participate in class discussion.  Recall information on exam	<b>SB – b2; b7;b9</b>  <b>CA – K3c</b>  <b>NC – 4.4</b>

factors that affect both normal and abnormal behavior			
4. Utilize computer technology to demonstrate an understanding of the four components of a comprehensive developmental school guidance program and counseling program.	<p>Read <i>A Model Developmental Guidance and Counseling Program for Texas Public Schools and ASCA National Standards for School Counseling Programs</i>.</p> <p>Demonstrate knowledge of the four components by recall and application.</p>	<p>Written response to test questions to recall components.</p> <p>Develop a program that explains and advocates for school counselors and developmental guidance plans. Incorporate technology to your presentation.</p>	<p><b>SB – b12; c6; g4</b></p> <p><b>CA – K1c</b></p> <p><b>NC – 4.1;Technology</b></p>
5. Demonstrate knowledge and understanding of the Code of Ethics for professional counselors and school counselors.	<p>Read and become familiar with ACA, ASCA standards of ethical conduct for professional counselors and professional school counselors.</p>	<p>Respond to ethical dilemmas and scenarios in class group activity.</p>	<p><b>SB - b8; g3</b></p> <p><b>CA - K1h</b></p> <p><b>NC – 1.6</b></p>
6. Demonstrate knowledge and understanding of the school counselor’s role as a student advocate including the identification of institutional and social barriers that impede access, equity, and success for all students.	<p>Read textbook, the ASCA Model, and related professional materials.</p>	<p>Participate in class discussion.</p> <p>Respond to exam questions.</p> <p>Examine school data and develop a plan for “closing the gap.”</p>	<p><b>SB – b5; c10; e1</b></p> <p><b>CA – K1g</b></p> <p><b>NC – 1.4</b></p>
7. Develop a plan for implementation and evaluation of a school counseling program.	<p>Read the ASCA Model and complete the written assignments.</p> <p>Assess the needs of students and create a prevention program.</p>	<p>Respond to exam questions.</p> <p>Participate in class discussion.</p>	<p><b>SB – d1; g4</b></p> <p><b>CA – K8d</b></p> <p><b>NC – 2.2; 2.3; Technology</b></p>
8. Demonstrate knowledge of consultation theories and the application of consultation skills in the role of school counselor.	<p>Read the ASCA Model and complete the written assignments.</p>	<p>Role-play responses to stakeholders in the Developmental Guidance Program and demonstrate leadership qualities in the consultation process.</p>	<p><b>SB – b2; c4; d5</b></p> <p><b>CA – K5a; K5e</b></p> <p><b>Standards 1.2</b></p>
10. Demonstrate knowledge and understanding of the	<p>Demonstrate the ability to integrate equity for all students participating in the school counseling program.</p>	<p>Respond to exam questions.</p>	<p><b>SB - b5; b6; e1; e2; e3</b></p> <p><b>CA – K2c</b></p>

influence of diversity on children's development.	Read the assigned articles on the Transforming School Counseling Initiative (TSCI).	Participate in class discussion.  Complete the School-wide Cultural Competence Observation Checklist and complete an action plan for your school.	<b>NC – 4.1</b>
11. Demonstrate a commitment to the profession.	Make an appointment with a legislator or legislative aid. Determine your “talking points” before your visit.	Reflection paper.	<b>SB – g5</b>  <b>CA – K1d</b>

Web address for state standards:

SBEC: <http://info.sos.state.tx.us/pub>

NCATE: <http://www.ncate.org>

Web address for specialty organization standards: CACREP <http://counseling.org/cacre/2001standards700.htm>

### Course Format:

The course format includes lecture or narrative presentations, field experiences, small group discussions, whole class discussions, self-selected inquiries, written assignments and individual and group presentations. Evaluation consists of self, peer, and professor assessments using feedback, discussions, checklists, and presentations.

### Course Content:

Course overview and the role of the professional school counselor  
 Guidance programming that aligns with the National Model, TEA Model, and the school mission  
 Implementing and managing a school counseling program  
 Advocacy  
 Leadership  
 Accountability  
 Responding to school counseling ethical situations  
 Professionalism

### Course Requirements:

1. Complete assigned readings and be prepared to discuss course content online and in class
2. Preparation for Field Experiences: The TEA/National Standards Crosswalk 50 pts. (a Wiki assignment)
3. Field Experience #1 Leading Culturally and Linguistically Diverse Schools 50 pts
4. Field Experience #2 Student Advocacy 50 pts.
5. Field Experience #3 Professional Advocacy 50 pts.
6. Field Experience #4 Leadership and Program Management 50 pts
8. Field Experience #5 Prevention Programs 50 pts.
9. Final Examination 50 points

TOTAL POINTS 350 pts.

Points to Grade Equivalency:

A = 315 - 350  
 B = 280 - 314  
 C = 245 - 279  
 F = 244 or below

### Expectations:

The following is the attendance policy for all courses in the SHSU Counseling Program:

During the long terms, students are permitted to miss one class. Students who have two absences should write a letter to the professor explaining the absences. That letter will go before the faculty committee for approval. In the event of a third absence, the final grade will be lowered.

**NOTE: Since we only meet half the number of times as a regular class, missing one class meeting will be equal to two, and you will need to write a letter to the faculty explaining the absence. During the online meetings, you will be asked to post something each week and failure to do so will be the same as one absence. You will have until the end of each week (Sunday at 9 PM) to make your posting. You will always have a definite online posting assignment on those particular weeks that there is no class meeting.**

**Disability Statement:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the University policy, see:

[http://www.shsu.edu/~vaf\\_www/aps/811006.html](http://www.shsu.edu/~vaf_www/aps/811006.html)

**Religious Holy Days:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

[http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

**Cell Phones:**

Please turn off your cell phones before class. If you are expecting an emergency call, please contact that individual during the break.

**Academic Honesty:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

## CNE 635 - Class Schedule Spring 2008

DATE	TOPIC, ACITIVIES, ASSIGNMENTS AND CHAPTERS
1-16 to 1-28	<p>Introduction to CNE 635 <b>Preparation for Field Experiences</b></p> <ul style="list-style-type: none"> <li>• Read one of the following chapters: if you work in elementary, read chapter 8; if you work in middle school, read chapter 9, if you work in high school read chapter 10. Then everyone read chapter 11. Be prepared to share in class with your classmates what you read.</li> <li>• Review the ASCA National Model. Make yourself familiar with the process of establishing this model in a school/school district and with the forms available to help you. We will be using these forms this semester.</li> <li>• Ask a school counselor to complete the SCARS and the Are You Ready? forms in your preparation folder. Then discuss the results with the counselor. On the Discussion Board, post what you learned by discussing the results with the counselor by <b>January 27, 2008, at 9 PM</b>. Take time to read everyone's posting during the next week. Comment if you like (not required).</li> <li>• Locate the national standards on pages 102-121 in the ASCA National Model and the TEKS at this website: <a href="http://www.tea.state.tx.us/teks/">http://www.tea.state.tx.us/teks/</a> You will have a group assignment using these resources. This will be explained in class. (Crosswalk: TEKS and National Standards) <b>(50 pts) Due on May 5</b></li> <li>• Post some information about yourself, your career aspirations, etc. on the discussion board by <b>January 20, 2008, at 9 PM</b> so I can begin to get to know you.</li> <li>• Start a notebook of the information from this class....you will be able to use it all as school counselors!</li> <li>• Follow the link under announcements and complete the survey on the preparation for field experiences (voluntary).</li> </ul> <p><b>Preparation for Field Experiences (due 5/5) Points possible: 50 pts Points earned: _____</b></p>
1-28	<p><b>TOPICS FOR DISCUSSION</b></p> <p>Introduction to course and review of counselor interventions  Transforming School Counseling Initiative and the Education Trust  Awesome websites and newsletters FREE!  The ASCA National Model and TEA TEKS (Wiki assignment – Due in May)  Principals and School Counselors as Partners  Brief review of chapters (sharing – not everyone read the same chapters)  Preparation for Field Experience #1  Sign the "Consent Form" for data collection by Dr. Nelson</p>
1-28 to 2-11	<p><b>FIELD DAYS! Field Experience #1: Leadership and Program Management</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 7 in the Erford book</li> <li>• Read articles and powerpoints in the Leadership folder</li> <li>• Find 2 or 3 School Counselor websites (from individual schools, not school districts). Post on the Discussion Board what kind of impression you had of the schools' counseling programs as you navigated their websites <b>(5 points). Post</b></li> </ul>

**by Sunday, February 3, 2008, by 9 PM** (For an awesome example go to <http://www.wallerisd.net/schultz/sms/Guidance%20and%20Counseling.htm> You may not use this as one of your examples!)

- Assess the “teacher needs” of your school setting. You can observe, send out a survey (with principal approval), ask your administrators, etc.
- Design a short staff development for your teachers based on the needs of your setting. Be sure to use web resources and technology to create a spectacular presentation. Submit it under assignments **(due February 10, 2008, at 9 PM)** where you will find it listed with the due date and bring a copy to class for sharing. **(40 pts)**.
- From the reading and the ASCA, what other ways will you as a school counselor demonstrate management of the Developmental Guidance Program? Bring ideas to class **(5 points)**.
- Follow the link in the announcements to the survey on leadership and program management (voluntary).

**Field Experience #1**

**Points possible: 50**

**Points earned: \_\_\_\_\_**

2-11

**TOPICS FOR DISCUSSION**

- Informal presentations of the staff development or management system
- Wrap-up discussion of this field experience and evaluation at the following link:
- Preparation for Field Experience #2

2-11 to 2-25

**FIELD DAYS!** You will find resources for Field Experience #2 on Blackboard in Folder #2: Leading Culturally and Linguistically Diverse Schools

- Read Chapter 5 in the Erford book and take the MCCTS-R which you will find in your folder for Field Experience #1. Submit a 1 to 2 page reflection of your results **(Due February 17, 2008, at 9 PM)**. A reflection is your own feelings, thoughts, beliefs, attitudes about a given topic. You will find the entry for your submission on Assignments with the due date **(5 points)**.
- Read one of the Ebscohost articles in the folder. Post your thoughts about your article on the discussion board **(Due February 24, 2008, at 9 PM)**. You will see the due date posted on the discussion board assignments **(5 points)**. Please read your classmates postings also since all four articles hopefully will be represented.
- Ask your principal for permission to use the SCCOC as a learning tool. If you think your principal might be interested in using this as an informational tool, you could suggest setting up a team to assess the cultural competence of your school environment. This is what a counselor would generally do. Using the SCCOC which is in your folder and which we went over in class, assess the school-wide cultural competence of your school environment. **PLEASE NOTE: This is a learning experience, not an official assessment of your school. (20 points)**
- Identify the 3 top strengths of your school's cultural competence and the 3 top challenges. Create an action plan that could be directly related to the Comprehensive Guidance Program in your school (remember the examples given in class). Bring these action plans to class to share them **(Due in class on February 25, 2008)**. They will be due at that time. **(20 points)**
- Follow the link under announcements to the survey on school-wide cultural competence (voluntary).

**Field Experience #2**

**Points possible: 50**

**Points earned: \_\_\_\_\_**

2-25

**TOPICS FOR DISCUSSION**

- Informal presentations of SCCOC Action Plans
- Field experience evaluation on the following link:
- Preparation for Field Experience #3: Professional Advocacy

2-25 to 4-14

**FIELD DAYS! Field Experience #3: Professional Advocacy**

- Sign up for legislative updates through TCA, ACA, school district, TEA, etc.
- Read chapters 1 and 2
- Locate your state representative and/or senator
- In pairs (or more) schedule an appointment with your legislator or his/her aid
- Prepare a list of "talking points" to discuss with this person. Be familiar with legislation you favor or do not favor and know WHY you want this person to vote for or against particular legislation during the next session. Use your state organization to help you plan.
- Write a reflection paper (**Due April 13, 2008, at 9 PM**) of this experience and submit under assignments where you will find the name of the assignment and the due date (**40 pts**)
- Bring your talking points to class on 4-14 and be prepared to discuss your experience (**10 pts**).
- Follow the link on announcements and complete the survey on professional advocacy (voluntary).

**Field Experience #3****Points possible: 50****Points earned: \_\_\_\_\_**

4-14

**TOPICS FOR DISCUSSION**

- Sharing experiences with professional advocacy
- Evaluation of this field experience at the following link:
- Preparation for Field Experience #4: Student Advocacy
- Divide up chapters 13, 15, and 16

4-14 to 4-28

**FIELD DAYS! Field Experience #4: Student Advocacy**

- Read chapter 6 and your other assigned chapter. Be prepared to discuss in class.
- You will find resources for this field experience in the folder marked Field Experience #4: Student Advocacy
- Schedule an appointment with your principal, assistant principal, or school counselor to discuss this assignment
- Use PEIMS data, district data, or school data to identify a group of students who need assistance in your school. Submit a paragraph explaining your findings on the discussion board (**Due April 20, 2008, at 9 PM**). You will find this discussion assignment with the due date under "Discussion Board." (**10 pts.**)
- Design an intervention to help "close the gap" for these students. Use the forms available in the ASCA Model
- You will bring your "Closing the Gap" form to class on 4-28 to share informally with the group. It is due at that time (**40 pts**)
- Follow the link to the survey about this field experience (voluntary).

**Field Experience #4****Points possible: 50****Points earned: \_\_\_\_\_**



4-28

**TOPICS FOR DISCUSSION**

- Informal sharing of staff development and management system projects
- Take the leadership inventory provided by Dr. Nelson and discuss in groups
- Other leadership activities
- Preparation for Field Experience #5: Prevention Programs

4-28 to 5-5

**FIELD DAYS! Field Experience #5: Prevention Programs**

- Read chapters 12 and 14 in the Erford book.
- Read the information in the folder
- Assess the needs of your school setting and choose a prevention program that is needed with the help of your principal, staff, etc.
- Create a prevention program that will address an essential need in your school. Do not duplicate a program already in place or use a pre-packaged program.
- Submit your program **(Due on May 4, 2008, at 9 PM)** on the assignments function which will have the name of the assignment and due date **(50 pts)**.
- Follow the link to the survey on this field experience (voluntary).

**Field Experience #5****Points possible: 50****Points earned: \_\_\_\_\_**

5-5

**TOPICS FOR DISCUSSION**

- Informal sharing of prevention programs
- Course evaluation and wrap-up
- Final exam **(50 pts)**

**Final Exam****Points possible: 50****Points earned: \_\_\_\_\_****Total points possible in course: 350****Total points earned: \_\_\_\_\_**