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Fall 9-1-2022

### COUN 565.01: School Counseling, Program Development and Supervision

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**COUN 565 – School Counseling, Program Development and Supervision**  
**University of Montana Department of Counselor Education**  
**Fall 2022 Course Syllabus**

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**Instructor:** Emily Sallee, PhD  
Email: [emily.sallee@umontana.edu](mailto:emily.sallee@umontana.edu) (best)  
Phone: 406-243-5252  
Office location: EDUC 335  
Office hours: TBD, and by appointment

**Class Location and Time:** Tuesdays 9:00a – 11:50a, Room 352

**Required texts:**

American School Counselor Association (2019). *ASCA National Model* (4<sup>th</sup> ed). Alexandria, VA: ASCA.

Goodman-Scott, E., Betters-Bubon, J., & Donahue, P. (2019). *The School Counselors' Guide to Multi-Tiered Systems of Support* (1<sup>st</sup> ed.). Philadelphia, PA: Routledge.

[ASCA Mindsets & Behaviors for Student Success](#)

+ Additional articles, as assigned by professor.

**Supplemental Resource:**

ASCA U: *Diversity, Equity, & Inclusion Specialist* course – FREE!

(<https://www.schoolcounselor.org/Events-Professional-Development/Professional-Development/ASCA-U-Specialist-Training/Diversity,-Equity-Inclusion-Specialist>)

**Suggested texts:**

Dollarhide, C.T., & Lemberger-Truelove, M.E. (2018). *Theories of School Counseling for the 21<sup>st</sup> Century*. New York, NY: Oxford University Press.

**Course Objectives:**

- a. To integrate theory, practice, and research to provide an overview of school counseling models, services, and skills.
- b. To examine the ASCA National Model and become familiar with the roles and functions of the professional school counselor across levels.
- c. To examine different models of, and develop essential skills in, consultation, coordination, and collaboration.
- d. To examine how school counselors advocate and take leadership for systemic change.
- e. To develop skills for designing, implementing, evaluation, and advocating for comprehensive school counseling programs that include all students and meet the needs of diverse student populations.
- f. To begin to develop a professional identity as school counselors.

**School Counseling CACREP Standards:**

- G.1.a. history and development of school counseling
- G.1.b. models of school counseling programs

- G.1.d. models of school-based collaboration and consultation
- G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- G.2.d. school counselor roles in school leadership and multidisciplinary teams
- G.2.f. competencies to advocate for school counseling roles
- G.2.j. qualities and styles of effective leadership in schools
- G.2.l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- G.2.m. legislation and government policy relevant to school counseling

### **UM Counseling KPIs:**

- G.1.b. Students can identify models of school counseling programs.
- G.2.a. Students can describe school counselor roles as leaders, advocates, and systems change agents in P-12 schools.
- G.3.b. Students can describe approaches to design and evaluate school counseling programs.

### **Methods of Instruction:**

- a. professor lectures
- b. guest lectures
- c. class discussion
- d. presentation of audiovisual material when appropriate
- e. internet-based learning
- f. student presentations.

### **Students with Disabilities Notice:**

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted [Disability Services](#), located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications.

### **Electronic Device Notice and Laptop Policy:**

As a matter of courtesy to your classmates and the instructor, please silence cell phones and any other electronic devices that make noise. You are welcome to use your laptop in class for purposes of taking notes. Please be respectful of your classmates and the instructor, and do not engage in social networking, online chatting, or responding to emails during class.

### **E-mail Policy:**

You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

### **Course Expectations:**

#### *Diversity Statement:*

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

*UM COVID Statement:*

This course is designed for **in-person instruction and learning**. However, UM offers guidance for students who contract COVID and/or need to care for a family member sick with the virus:

- If you feel sick and/or are exhibiting COVID symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
  - Contact the instructor and offer information you feel comfortable sharing in regards to your illness.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress.
  - If able to attend, the instructor will provide you with a Zoom accommodation.
  - If not able to attend via Zoom, the instructor will record the course and share the recording with you.
- UM recommends students get the COVID vaccine and booster. Please direct your questions or concerns about vaccines to the Curry Health Center

*Department of Counseling Remote Learning Statement:*

The Department of Counseling is an in-person program. As we continue the transition from Covid, we are aware that the pandemic continues to present risk for some. Should you have health concerns preventing in-person learning, we will work with you to make accommodations.

Because nearly all classes are designed for an in- person curriculum, arrangements for continuous remote learning must be approved by the faculty. Should short term, immediate needs require remote learning (travel due to the loss of a family member, quarantine, illness) please consult with your instructor as soon as possible. Remote learning will not be used to facilitate convenience, accommodate vacations, or the like.

*Ethical Conduct:*

In this course, as in every other course in the counseling program, it is expected that all students adhere to the ethical guidelines as outlined by the American Counseling Association's Code of Ethics, which can be found at <http://www.counseling.org/knowledge-center/ethics>. Some of the material discussed in this course is of a sensitive nature. It is expected that students will engage with the material and with each other in this course, while maintaining appropriate boundaries and behaviors. Please discuss with the professor any concerns you have regarding ethical conduct.

*Academic Integrity:*

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system.

The Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit now. Visit often. [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter)

**Land Acknowledgement and Action Statement:**

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe (Kalispel). Many other Indigenous peoples

including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today.

We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation. The University of Montana strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.



*This statement was developed with the Leadership of Dr. Annie Belcourt (Blackfeet, Mandan, Hidatsa, Chippewa), Professor in the School of Community and Public Health Sciences*

#### *Attendance & Participation:*

The syllabus details readings for each week. When students come to class, it is expected that the readings will be finished, and the students will be prepared to engage in meaningful discussion about them. In lieu of an attendance and participation grade for this course, students are expected to engage with the materials, the class time, and each other to the level that best suits their individual learning needs and professional development growth. Students are encouraged to contact the instructor with questions regarding this policy as well as ongoing feedback to benefit their experience throughout the course.

#### *Assignments:*

Assignments are to be turned in via Moodle on the day the assignment is due, unless otherwise specified. Only in the event of documentable extenuating circumstances are assignments accepted late. With the exception of documentable emergencies, late assignments will be assessed a 2-point deduction per day of lateness up to two weeks, after which late assignments will not be accepted.

#### *Evaluation:*

In lieu of a quiz or test, evaluation of the students' engagement with the course material will be assessed via the final project at the end of the term.

#### **Assignments:**

##### **1. Self-Awareness/Application Paper (10 points) – DUE 9/6**

Effective and lasting school counselors bring individuality and passion to their profession. Evaluate your strengths and weaknesses and take inventory of your unique interests, abilities, and hobbies. Write a 2-3 page paper of this assessment and how you might integrate this into your profession as a school counselor.

**2. (G.2.a.) School Counselor Shadow/Interview (30 points) – DUE 9/27**

Contact a local school counselor and schedule a time to interview him/her/them at school. If you need assistance in identifying an appropriate school counselor, please contact me. Work with a partner to create a list of questions you would like to ask. Following the interview, write a summary of the interview, including the questions asked. Devise a creative way to share this information with the class (in-class). You may include pictures, video, or samples of curriculum or forms they use in their program (with their permission, of course).

**3. Book Review (30 points) – DUE 10/18**

Select a non-fiction book that you might use in consultation with parents, teachers, or other school staff. The book should be something that you find interesting and useful to your work as a school counselor. Write a 3-4 page review on the book including a summary of the information and your opinion about whether or not it would be a useful resource you would recommend to others. This will be reviewed by the class (via Moodle), and class members will be asked to review your review (by 10/25)!

**4. (G.1.b., G.3.b.) Curricular/Program Development & Accountability Paper (60 points) and Presentation (20 points) (80 points total) – DUE 11/15**

Utilizing the ASCA National Model and ASCA Mindsets & Behaviors for Student Success, design a program for an elementary, middle, or high school. Choose one domain to work within. Using the national standards, and development guidelines, create a program that will help develop the core competencies for that age group. Remember that a program should be based on a mission statement and respond to a direct need, or culturally relevant situation. For purposes of this paper, you may develop a hypothetical need for your school. *For example, a dropout rate of 10% among high school seniors.* Please note that you don't have to use an original program. The key to this paper is that you show an understanding of the model and how you would use data to support a real program. You will be walking through the steps of this development using a hypothetical school and need, real standards, real programs. In order to show results data, you will use a real survey or data tool, but hypothetical responses or numbers. Paper should be 8-10 pages in APA format using at least three references. Presentation should be 20-30 minutes; address class audience as your administrative/stakeholder team.

Your group will be assigned a grade by the instructor, and each group member will complete a peer-evaluation of each member of the group. Group members will receive a percentage of the total points the group earned, based on their peers' evaluation of their contribution to the group project. For example, if the group earns 50 points, and an individual member receives an average of 80% on their peers' assessment of their contribution to the group, that individual will receive 80% of the points assigned to the group, or 40/50 points for the project.

**Breakdown of points:**

Self-Awareness/Application Paper: 10 points

School Counselor Shadow/Interview: 30 points

Book Review: 30 points

Curricular/Program Development Accountability Paper and Presentation: 80 points

\*\*ASCA U DEI Specialist Training: 100 points (10/exam + 40/completion)

**= 250 possible points**

A = 93%+	B = 83-86%	C = 73-76%	D = 63-66%
A- = 90-92%	B- = 80-82%	C- = 70-72%	D- = 60-62%
B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F = Below 60

**Class Schedule:**

<b>Week</b>	<b>Topics</b>	<b>Readings/Activities</b> (Readings to be completed prior to class each week)	<b>Assignments Due</b>
<b>Week 1: August 30</b>	Introduction & Syllabus, Becoming a Professional School Counselor  Module 1: Self-Reflection and Personal Bias activities		Join ASCA (use promo code DESK10 for 10% off student membership) - Register for ASCA U DEI training
<b>Week 2: September 6</b>	Role of a PSC; <i>The ASCA National Model</i>  Module 1: Self-Reflection and Personal Bias activities	<i>ASCA National Model</i>	<b>Self-Awareness/Application Paper DUE</b>
<b>Week 3: September 13</b>	Multi-Tiered Systems of Support (MTSS)  Module 1: Self-Reflection and Personal Bias activities	Goodman-Scott et al. – ch. 1  Module 1 activities (TBD)	
<b>Week 4: September 20</b>	Integration of School Counseling and MTSS  Module 1: Self-Reflection and Personal Bias activities	Goodman-Scott et al. – ch. 2  Module 1 activities (TBD)	Module 1 EXAM (by 9/23)

<p><b>Week 5: September 27 ***</b></p>	<p>Tier 1 Supports</p> <p>Module 2: The Role of the School Counselor activities</p>	<p>Goodman-Scott et.al – chs. 3-4</p> <p>School Counselor Shadow/Interview Share-Outs</p> <p>Module 2 activities (TBD)</p>	<p><b>School Counselor Shadow/Interview DUE</b></p>
<p><b>Week 6: October 4</b></p>	<p>Tier 2 Supports</p> <p>Module 2: The Role of the School Counselor activities</p>	<p>Goodman-Scott et.al – ch. 5</p> <p>Module 2 activities (TBD)</p>	
<p><b>Week 7: October 11</b></p>	<p>Tier 3 Supports</p> <p>Module 2: The Role of the School Counselor activities</p>	<p>Goodman-Scott et.al – ch. 6</p> <p>Module 2 activities (TBD)</p>	<p>Module 2, Part 1 EXAM (by 10/14)</p>
<p><b>Week 8: October 18</b></p>	<p>Universal Screenings</p> <p>Module 2: The Role of the School Counselor activities</p>	<p>Goodman-Scott et.al – ch. 7</p> <p>Book Review Share-Outs</p> <p>Module 2 activities (TBD)</p>	<p><b>Book Review DUE</b></p>
<p><b>Week 9: October 25</b></p>	<p>Consultation and Collaboration</p> <p>Module 2: The Role of the School Counselor activities</p>	<p>Goodman-Scott et.al – ch. 8</p> <p>Module 2 activities (TBD)</p>	<p><b>Moodle responses to Book Review DUE</b></p>
<p><b>Week 10: November 1 ***</b></p>	<p>DATA!</p> <p>Module 2: The Role of the School Counselor activities</p>	<p>Goodman-Scott et.al – ch. 9</p> <p>Module 2 activities (TBD)</p>	
<p><b>Week 11: November 8</b></p>	<p>Evidence-Based Practice</p> <p>Module 2: The Role of the School Counselor activities</p>	<p>Goodman-Scott et.al – ch. 10</p> <p>Module 2 activities (TBD)</p>	<p>Module 2, Part 2 EXAM (by 11/12)</p>



<p><b>Week 12: November 15</b>  (no class 11/22)</p>	<p>Culturally Responsive MTSS – Advocacy</p> <p>Module 3: Systemic Change through the ASCA National Model activities</p>	<p>Goodman-Scott et.al – ch. 11</p> <p>Module 3 activities (TBD)</p>	<p><b>Group Project Papers and Group Member Evaluations DUE</b></p>
<p><b>Week 13: November 29</b></p>	<p>Module 3: Systemic Change through the ASCA National Model activities</p>	<p>“Interrupting Racism” text (read over Thanksgiving Break)</p> <p>Group Project Presentations</p>	<p>Module 3, Part 1 EXAM (by 12/2)</p>
<p><b>Week 14: December 6</b></p>	<p>Module 3: Systemic Change through the ASCA National Model activities</p>	<p>Module 3 activities (TBD)</p>	<p>Module 3, Part 2 EXAM (by 12/9)</p>
<p><b>Week 15: December 13</b></p>	<p>Module 3: Systemic Change through the ASCA National Model activities</p>	<p>Module 3 activities (TBD)</p>	<p>Module 3, Part 3 EXAM (by 12/16)</p> <p><b>Course Evaluations</b></p>

### Scoring Rubrics:

#### Self-Awareness/Application Paper: 10 points

	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<i>Content (3 points)</i>	All components of addressed thoroughly.	Most components addressed thoroughly.	Components addressed inadequately.
<b>Content Grade</b>			
	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<i>Format (2 points)</i>	Excellent writing skills, no grammatical errors.	Good writing skills, few errors.	Poor writing skills. Several errors.
<b>Format Grade</b>			
	<b>5 points</b>	<b>3 points</b>	<b>1 point</b>
<i>Depth of Application (5 points)</i>	Clear, articulate and thoughtful response to the prompts. Careful attention paid to application as a school counselor.	Student adequately answers prompts posed, however lacks reflection and/or depth to application as a school counselor.	Inadequate response to prompts and application to practice..
<b>Application Grade</b>			
Total Points:			

#### School Counselor Shadow/Interview: 30 points

	<b>10 points</b>	<b>9 points</b>	<b>8 points</b>	<b>Below 8 points</b>
<i>Content (10 points)</i>	All requirements are met. Content is based on pre-planned questions.	All requirements are met. Content is lacking pre-planned questions.	Content is lacking depth. No evidence of questions.	Requirements not met.
<b>Content Grade</b>				
	<b>10 points</b>	<b>9 points</b>	<b>8 points</b>	<b>Below 8</b>
<i>Format (10 points)</i>	Summary is professionally written and clear, with no grammatical errors.	Summary is well-written with few errors.	Writing style is unprofessional or unclear. Several technical errors.	Requirements not met.
<b>Format Grade</b>				

	<b>10 points</b>	<b>9 points</b>	<b>8 points</b>	<b>Below 8 points</b>
<i>Share-Out (10 points)</i>	Student creatively shared findings, including pictures, videos, samples, etc.	Student adequately shared findings, including pictures, videos, samples, etc.	Student did not adequately share findings and/or had no pictures, videos, samples, etc.	Requirements not met.
<b>Share-Out Grade</b>				
Total Points:				

**Book Review: 30 points**

	<b>10 points</b>	<b>9 points</b>	<b>8 points</b>	<b>Below 8 points</b>
<i>Content (10 points)</i>	The book review is thorough and engaging, receiving positive feedback from the class.	The book review is complete, receiving mostly positive feedback from the class.	The book review is incomplete, and feedback from the class reflects its deficiencies.	Requirements not met.
<b>Content Grade</b>				
	<b>10 points</b>	<b>9 points</b>	<b>8 points</b>	<b>Below 8</b>
<i>Format (10 points)</i>	Book review is professionally written and clear, with no grammatical errors.	Book review is well-written with few errors.	Writing style is unprofessional or unclear. Several technical errors.	Requirements not met.
<b>Format Grade</b>				
	<b>10 points</b>	<b>9 points</b>	<b>8 points</b>	<b>Below 8 points</b>
<i>Depth of Understanding (10 points)</i>	Student shows evidence of understanding the importance of consultation with school stakeholders.	Student shows a moderate level of understanding of the importance of consultation with school stakeholders.	Little attention to the importance of consultation with school stakeholders.	Requirements not met.
<b>Understanding Grade</b>				
Total Points:				

**Curricular/Program Development Accountability Paper (60 points) and Presentation (20 points):**  
80 points total

	<b>20-19 points</b>	<b>18-17 points</b>	<b>16-15 points</b>	<b>Below 15 points</b>
<i>Content (25 points)</i>	All components addressed. Demonstrated knowledge of the ASCA model and use of data.	Most components addressed. Demonstrated knowledge of the ASCA model and use of data.	Not all components addressed. Lack of demonstrated knowledge of the ASCA model and use of data.	Very little demonstrated knowledge of the ASCA model and use of data.
<b>Content Grade</b>				
	<b>20-19 points</b>	<b>18-17 points</b>	<b>16-15 points</b>	<b>Below 15 points</b>
<i>Application (25 points)</i>	ASCA model applied to programmatic components, based on identified need. Outcome data realistic and relevant.	ASCA model applied to most programmatic components, based on identified need. Outcome data included.	ASCA model not adequately applied to programmatic components. Outcome data not included or not realistic/relevant.	ASCA model not applied to components. No evidence of outcome data.
<b>Application Grade</b>				
	<b>10 points</b>	<b>9 points</b>	<b>8 points</b>	<b>Below 8 points</b>
<i>Format (10 points)</i>	Paper is 8-10 pages, well-written with no errors (APA format), with at least 3 references.	Paper is 8-10 pages, adequately written with few errors (APA format), with at least 3 references.	Paper is of inadequate length, marginally written or contains several errors, and has fewer than 3 references.	Paper is of inadequate length, poorly written and contains several errors, with fewer than 3 references.
<b>Format Grade</b>				
	<b>20 points</b>	<b>18 points</b>	<b>16 points</b>	<b>Below 16 points</b>
<i>Pres. (20 points)</i>	Presentation is well-planned and engaging.	Presentation is adequate and interesting.	Presentation is not well planned and does not sustain the audience's attention.	Presentation lacks planning and is uninteresting.
<b>Pres. Grade</b>				

Total Points:				
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## Campus Safety and Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report.

[Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"](#) response for an [active shooter](#) incident.

### RUN

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

### HIDE

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

### FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter @UMPublicSafety.