

TENNESSEE TECH UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELING AND PSYCHOLOGY  
COUN 6330-001 ORGANIZATION AND ADMINISTRATION OF  
SCHOOL COUNSELING PROGRAMS

TUESDAY, 1-3:50PM, FARR 307A, 3 CREDIT HOURS, FALL 2021

**INSTRUCTOR INFORMATION**

Instructor's Name: Dr. Ellen Blaylock

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Email: eblaylock@tntech.edu

**OFFICE HOURS** TUESDAY, WEDNESDAY, AND THURSDAY: BY APPOINTMENT

A A A :

American School Counselor Association. (2019).  
(4<sup>th</sup> ed.). Author.

Dollarhide, C. T., & Saginak, K. A. (2017).  
(3<sup>rd</sup> ed.). Pearson.

Hatch, T. (2014). Corwin.

Runyan, H., Grothaus, T., & Michel, R. E. (2019). Classroom management competencies  
for school counselors: A Delphi study. (1), 1-  
12.

**Recommended:**



<p>CACREP Standards G.2.c: school counselor roles in relation to college and career readiness</p>	<p>Dollarhide, C. T., &amp; Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action  Hatch, T. (2014). The use of data in school counseling</p>	<p>Class Discussion</p>	<p>Foundations of a Comprehensive School Counseling Program</p>
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Dollarhide, C. T., & Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action  
  
Hatch, T. (2014). The use of data in school counseling  
  
RAMP: Review for Success

<p>CACREP Standards G.2.m: legislation and government policy relevant to school counseling</p>	<p>Tennessee State Board of Education: School Counseling Model &amp; Standards Policy (2017).</p>	<p>Class Discussion</p>	<p>Foundations of a Comprehensive School Counseling Program</p>
<p><b>School Counseling: Practice</b></p>			
<p>CACREP Standards G.3.a: development of school counseling program mission statements and objectives</p>	<p>Dollarhide, C. T., &amp; Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action</p>	<p>Class Discussion</p>	<p>Foundations of a Comprehensive School Counseling Program</p>
<p>CACREP Standards G.3.b: design and evaluation of school counseling programs</p>	<p>Dollarhide, C. T., &amp; Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action  Hatch, T. (2014). The use of data in school counseling</p>	<p>Class Discussion</p>	<p>Lesson Plan Instruction</p>
<p>G.3.c: core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</p>	<p>Classroom management: Runyan et al., 2019  Dollarhide, C. T., &amp; Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action  Hatch, T. (2014). The use of data in school counseling</p>	<p>Class Discussion</p>	<p>Lesson Plan Instruction</p>
<p>G.3.d: interventions to promote academic development</p>	<p>Dollarhide, C. T., &amp; Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action  Hatch, T. (2014). The use of data in school counseling</p>		

<p>G.3.e: use of developmentally appropriate career counseling interventions and assessments</p>	<p>Dollarhide, C. T., &amp; Saginak, K. A. (2017). Comprehensive school counseling programs: K-12 delivery systems in action</p> <p>Hatch, T. (2014). The use of data in school counseling</p>	<p>Class Discussion</p>	<p>Lesson Plan Instruction</p>
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**COUNSELING SKILLS DEVELOPMENT CHART**

Tier 1: Counseling Skills (COUN 6360): Learning the basic counseling skills for helping through role-plays.

Tier 2: Practicum (COUN 6800): Learning how to implement counseling techniques with real students primarily through shadowing professionals. In addition, practicum includes faculty and on-site supervision.

<p>Tier 3: Internship I &amp; II (COUN 6830 &amp; 7830): Performing counseling techniques with real students under faculty and on-site supervision.</p>
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4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to assess one's own decision-making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

#### **MAJOR TEACHING METHODS**

Instruction will consist of lecture, demonstration, group discussion/activities, and student led skills practice.

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**Assignment**







3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

# COURSE SCHEDULE

COUN 6330: ORGANIZATION AND ADMINISTRATION OF SCHOOL  
COUNSELING PROGRAMS

Week	Date
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