

**Murray State University**  
**COURSE SYLLABUS**

Revised Summer 2011

**DEPARTMENT: ELC      COURSE NUMBER: CNS 697      CREDIT HOURS: 3**

- I. TITLE:** Organization and Administration of Personnel Services
- II. COURSE DESCRIPTION:** The selection, organization and implementation of personnel services. Analysis of programs, staffing and relationships of programs will be emphasized.
- III. PURPOSE:** The purpose of this course is to help the practitioner and future counselor or human service worker to be better able to organize and administer services by focusing on consulting processes and consulting skills, and program development and evaluations. Particular emphasis is placed on KERA Goals and Experienced Counselor Standards. Consequently, this course is designed to help practitioners assume leadership roles within their work settings regarding the delivery of services which will meet the needs of the population which is served. Because of the emphasis on leadership roles and functions, learning outcomes of this course will include many hours on applications.
- IV. COURSE OBJECTIVES:** Students will experience class lectures, discussions, and skills development practice for the purpose of expanding knowledge and skills of effective P-12 School Counselor practices and procedures based on ASCA's National Model and ASCA's Student Competencies.
- A. Knowledge Base
1. Knowledge of theoretical and practical aspects of personnel services in general and in participants' specific setting. (themes 2 & 14)
  2. Knowledge of the skills needed for implementing consulting strategies. (themes 3, 5, 7, 8, 9, 11)
- B. Skill Base
1. Skills necessary to act as an effective organizational change agent, in particular:
    - a. creative problem solving skills (themes 4, 6)
    - b. conflict management skills (themes 4, 6)
    - c. persuasion skills (theme 10)
  2. Skills necessary to conduct data based needs assessments for students and organizations. (theme 11)
  3. Skills in designing and using graphic models. (themes 8, 10)
  4. Skill in the art of negotiating and persuasion. (themes 4, 10)
- V. CONTENT OUTLINE:**
- A. The Consulting Process
  - B. Needs Assessment – Organization and Administration
  - C. Model Building
  - D. Change Agent Skill
  - E. Negotiating and Conflict Management
  - F. Salesmanship and Art of Persuasion

- G. Creative Problem Solving
- H. Possibility Thinking
- I. Process Leadership and Fellowship

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

**VI. INSTRUCTIONAL ACTIVITIES:** How learning will be accomplished and how this learning will be assessed:

Learning Focus:

1. acquisition
2. extension
3. application
4. reflection
5. professionalism
6. strategies for the counselor role in KERA (1-4B)

Assessment:

1. portfolios
2. on demand tasks

Knowledge Base:

1. Theories and models of consulting (1-4B)
2. Theories and models of needs assessment (1-4B)
3. Strategies for program development and evaluation (1-4B)
4. Strategies for coordination of school community services (1-4B)

Skills Base:

1. Conduct conflict management or change agent meeting (3, 5A)
2. Conduct needs assessment (3, 5A)
3. Design a change program with graphic model (3, 5A)
4. Present change program with graphic model to supervisor or group (3, 5A)

**VII. FIELD AND CLINICAL EXPERIENCES:** None.

**VIII. RESOURCES:**

Waterfield Library  
Journal articles  
Class discussions  
ASCA's National Model  
ASCA's Student Competencies  
See XII. Text and References

## IX. GRADING PROCEDURES:

Midterm	30 points
Final Exam	30 points
Presentation (60 points each)	120 points
Research topics (50 pts each)	<u>200 points</u>
TOTAL	380 points

### Class Participation:

All students are expected to participate in the class activities and discussions. Where a grade is “borderline,” the instructor may use his subjective evaluation of a student’s in-class participation for determining the final course grade.

The following scale will be used:

A= 342-380      B= 304-341      C= 266-303      D= 228-265      F= below 228

### Activity/ Assignments:

**Pop quiz (five total):** Quizzes based on your text reading will be given on random class dates.

**Presentation (two total):** Presentations will be 10-15 minutes in length. Use any handouts, activities or visual aids needed to accurately present your material. The presentations should be based on your research and topic comprehension.

1. As a school counselor, choose a topic that affects your current regional school system (the topic may not be the same as one of your research papers). The impact of this issue/topic leads you to implement a change in your school, either with students, parents or school personnel. The first presentation will include full background research on your chosen topic. Research must include definition of the topic and current trends in research, psychological impacts of the topic, the need to address the topic in the school, and a needs assessment.
2. The second presentation will include the plan of change for your elementary, middle or high school regarding the chosen topic. This presentation must include your theoretical approach to the topic, the proposed program and how you plan to implement it. The main goal of this presentation is to present your plan in a way that receives the collaboration of parents, teachers, administration and students, while demonstrating your ability to negotiate and persuade (which means you must have an idea of how the school operates presently).

You will be graded on coverage of topic, insight, presentation skills and method (see rubric).

**Research topics (four total):** You will research four different current problems/issues in the local schools systems. Each research assignment will be *no more than two pages of text in length*. Listing and outlines are NOT acceptable formats. You will be graded on the in-depth research of the topic, support for factual statements (no opinions; use

citations), and conciseness. APA format is required for this assignment (include a reference page with at least three references; cover page not necessary).

**Exams:** The midterm and final exam will evaluate student's knowledge of readings and class lectures. Makeup exams will be conducted by consent of the instructor.

***Assignment Policies:***

- 1. Assignments and dates are subject to change in the event of unusual circumstances. Students will be informed of changes by class announcements. Also check Blackboard announcements.**
- 2. Handouts will be provided for written assignments and presentations.**
- 3. Any late assignment MAY be accepted with instructor's consent. Late assignments will be assessed a 10% late penalty and an additional 1 point for each day late.**

**X. ATTENDANCE POLICY:**

Students are expected to be prompt and attend all classes. Attendance sign in sheets will be collected after each class. You must have prior approval if you have to miss and other work will be assigned. Assignments not turned in on required date due to unexcused absences will not be accepted. Please refer MSU Graduate Bulletin for detailed information on the MSU Policy on attendance.

**XI. ACADEMIC HONESTY POLICY:**

(Adopted by Board of Regents, February 14, 1975)

Cheating, plagiarism (submitting another person's material as one's own), or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place. **Note:** *Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.*

**XII. TEXT AND REFERENCES**

Gysbers, N. C., & Henderson, P. (2006). *Developing & managing: Your school guidance and counseling program*, 4<sup>th</sup> Edition. Alexandria, VA: American Counseling Association.

**XIII. PREREQUISITES: None**

**XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with

disabilities equal access to participate in all programs and activities. Date Modified: August 2004, February 2008, November 2008 (amended)  
For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

## **XV. BIBLIOGRAPHY**

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- Carlsen, A., & Klev, R. (2004). *Living knowledge: The dynamics of professional service work*. Hampshire, NY: Palgrave Macmillan.
- Dahir, C. A., Burnham, J. J., & Stone, C. (2009). Listen to the voices: School counselors and comprehensive school counseling programs. *Professional School Counseling, 12*(3), p182.
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- Hipilito-Delgado, C. P., & Lee, C. C. (2007, Apr). Empowerment theory for the professional school counselor: A manifesto for what really matters. *Professional School Counseling, 10*(4), p327.
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*and leadership for nurse managers.* Sudbury, MA.: Jones and Bartlett Publishers.

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Walsh, M. E., Barrett, J. G., & DePaul, J. (2007, Apr). Day-to-day activities of school counselors: Alignment with new directions in the field and the ASCA National Model. *Professional School Counseling, 10*(4), p370.

Zepeda, S. J. (2004). *Instructional leadership for school improvement.* Larchmont, NY: Eye on Education.