

Southern Utah University

Beverly Taylor Sorenson College of Education and Human Development



Help Line: (435) 865-8759
Advisement: (435) 865-8083
Information: (435) 865-8320

351 W. University Blvd.
Cedar City, UT 84720

EDUC 6560 - Leadership of Student Services and Programs

Spring Semester 2019

January 7 to April 25

Instructor: Dr. Lee Montgomery	Office Phone: (435) 586-7811
Office: TE 311	Cell Phone: (435) 592-0034
Office Hours: Tuesday and Thursday 1:00-4:00	E-mail: montgomery@suu.edu
Credit Hours: 3	Course Fee: \$10.00 (assessed with tuition payment)

This is a hybrid course delivered via six Interactive Video Conferencing class meetings and online via SUU's Canvas distance education software. IVC classes will be conducted via Zoom on the dates and times listed below. The class will be digitally archived and may be viewed asynchronously. Missed sessions may be "made up" by viewing the digital archive and writing a two-page reflection (not a summary) on the content of the session.

IVC Session Dates and Times	
Date	Time
January 10	4:30 pm – 6:30 pm
January 24	4:30 pm – 6:30 pm
February 14	4:30 pm – 6:30 pm
February 28	4:30 pm – 6:30 pm
March 14	4:30 pm – 6:30 pm
April 11	4:30 pm – 6:30 pm

January 7 to April 25	Online instruction via Canvas, on-line discussion, assignments, and other and activities throughout the course.
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Course Description:

This course focuses on collaborating with community agencies to meet student health and safety needs and providing advisement, guidance, and counseling services to students and families to facilitate growth and development in a learning environment. In addition, the course is aimed at preparing administrators to work collaboratively with staff, students, families, and communities to plan and manage a full range of activity programs that meet the social, developmental, cultural, athletic, leadership, and academic needs of all students. A sound understanding of organizational structure, psychology, and communication is emphasized in this course. The relationship between leadership and the inner workings of organizations is explored in depth.

Course Content:

Course objectives are aligned with the Utah Educational Leadership Standards (UELS) and topics of the Praxis Educational Leadership: Administration and Supervision Exam. The objectives focus on theoretical issues as well as practical knowledge and skills needed to have the counseling and student services foundation useful to educational leaders. A non-exhaustive list of topics to be addressed in the course includes:

- *An Overview of Resources for Improving Student Support Services*
- *Resources for Improving School Culture*
- *Resources for Improving School Safety*
- *Resources for Students with Mental Health Diagnoses*
- *Resources for Students with Neurodevelopmental, Learning, and Physical Disorders*
- *Resources for Students with Substance Abuse, Health, and Interpersonal and Social Problems*
- *Improving School Engagement, Attendance, and Dropout Prevention*
- *Enhancing Parental Involvement and Family Resources*
- *Resources for Linking the School and Community*
- *Crisis Intervention, Group Work, and Parental and Family Resources*
- *Effective Approaches for Dealing with Violence, Bullying, Sexual Assault, and Gangs*
- *Effective Approaches for Students Experiencing Abuse, Foster Care, and Juvenile Justice Issues*
- *Effective Peer Conflict Resolution*
- *Effective Interventions with Dating Violence and Domestic Violence*
- *Effective Interventions for Preventing Teen Suicide*
- *Effective Programs for Supporting LGBTQ Students*

Non-Required but Recommended Text:

Franklin, C., and Harris, M.B. (2013) *The School Services Sourcebook (Second Edition)*. Oxford University Press.

Note: This text is **NOT** required but it would be a valuable addition to any school leader's professional library.

Course Goals / Objectives / Learning Outcomes:

In addition to mastery of the Utah Educational Leadership Standards outlined below, upon completion of this course the educational leader/practitioner will be able to:

- Develop and administer policies that provide a safe school environment and promote student health and welfare.
- Develop with the counseling and teaching staff a full program of student advisement, counseling, and guidance services.
- Articulate the district's or school's vision, mission and priorities to the community and media, and build community support for district or school priorities and programs
- Form collaborative relationships with businesses, citizen groups, neighborhood associations, social service agencies, parent organizations, advocacy groups, universities and religious institutions, etc.
- Develop an effective and interactive staff communications plan and public relations program.
- Define and relate the general characteristics of internal and external political systems as they apply to school settings.

Targeted Utah Educational Leadership Standards:

Standard 2: An educational leader promotes the success of every student by advocating, nurturing and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth.

- A. Educational leaders ensure strong professional cultures that support teaching and learning.

Standard 3: An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- A. Educational leaders distribute responsibilities and supervise ongoing management structures and practices to enhance teaching and learning.
- B. Educational leaders strategically allocate and align human, fiscal, technological, and physical resources.
- C. Educational leaders protect the well-being and safety of students and staff.

Standard 4: An educational leader promotes the success of every student by collaborating with faculty, staff, parents, and community members, responding to diverse community interests and needs and mobilizing community resources.

- A. Build/sustain positive relationships community partners
- B. Educational leaders respond and contribute to community interests and needs.
- C. Educational leaders maximize shared school and community resources to provide essential services for students and families.

Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the interrelated systems of political, social, economic, legal, policy, and cultural contexts affecting education.

- A. Educational leaders demonstrate active participation in the school's local community.
- B. Educational leaders contribute to the larger arena of educational policymaking.
- C. Educational leaders increase the effectiveness of the school community's efforts to improve education.

Praxis (0411) Topics:

This course is designed to prepare the student for a number of topics addressed by the Praxis Educational Leadership (0411) exam required for state licensure. These topics include:

III. Managing Organizational Systems and Safety

A. Managing Operational Systems

An education leader

- 1. Develops a process to ensure compliance with local, state, and federal physical plant safety regulations

B. Aligning and obtaining fiscal and human resources

An education leader

- 5. Seeks additional resources needed to accomplish the vision

IV. Collaborating with Key Stakeholders

A. Collaborate with families and other community members

An education leader

- 4. Applies communication/collaboration strategies to develop partnerships

C. Maximizing community resources

An education leader

- 1. Collaborates with health, social, other service agencies

Summary Of Assignments – Course Deliverables:

It is important that each student note the matrix below regarding assignments and their due dates. These items comprise the “course deliverables.” This is what each student is expected to “deliver” for this course.

Assignment/Activity	Points	Due Date
<p>“Class Attendance” – To receive credit for the course, you must “attend” all five IVC sessions. If you must miss a session you may make it up by watching the archived video feed and writing a two-page reflection on the content of the session.</p>	100	Ongoing January 7 to April 25
<p>“Discussion Board” - Discussion Board postings are required each week throughout the duration the course. A Discussion Prompt will be posted for each week by your instructor. You are also expected to respond to the comments to TWO (2) classmates each week on the Canvas Discussion Board.</p>	100	Ongoing January 7 to April 25
<p>Response to Intervention Flowchart: This assignment requires you to research your school Response to Intervention plan and create a flowchart detailing the intervention process for Tier I, II, and III students.</p>	100	February 24
<p>Youth Suicide Prevention Workshop: You will develop a one-day professional development workshop for teachers and parents on youth suicide prevention. Your workshop should include 1) learning objectives for participants, 2) an agenda or itinerary and 3) a multimedia presentation for use during the workshop.</p>	100	March 24

<p>Topic Brief: Begin your Topic Brief, by selecting a topic of your choice and conducting a review of the literature. Once you have developed a base of understanding for your topic, you will look at the current practices around you. You might discuss the topic with colleagues, informally observe activities related to your topic, or analyze local policy. You might review and analyze student performance data, mentor a disabled child or engage in any other relevant activity related to your topic. Once you have completed your review of publications and completed your current practice activity, you will begin writing your paper.</p> <p>Suggested Topics: You may select from the options listed here, or choose one of your own that is relevant to your professional practice and career aspirations. Any student service or program on a national, state and local scale. Including but not limited to:</p> <ul style="list-style-type: none"> • student management services (attendance, demographics, grades, achievement, etc.) • food services, • transportation services, • health services, • counseling services, • bilingual programs • migrant programs • homeless programs • gifted/talented programs • ESL or ELL programs • Chapter One reading or math programs • at-risk and dropout prevention programs • after school care and/or tutoring programs • drug prevention programs • services for LGBT youth • homeless youth services • violence prevention and school safety programs • suicide prevention programs • gang prevention programs • extra-curricular and co-curricular programs • Any school/community collaborative programs on a national, state and local scale. Some examples include: <ul style="list-style-type: none"> ○ school/business partnerships ○ shared facilities such as parks/playgrounds or gymnasiums ○ school safety officers ○ DARE or McGruff programs ○ RIF (Reading is Fundamental) programs ○ after school programs • Any other topic of your choosing, approved by the professor. 	100	April 14
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Grade Calculation: The scale below indicates the point breakdown used to determine grades in this course. A grade below “B-” is not accepted in the MEd program.

A 95-100	B+ 85-89	B- 80-82	C 70-75
A- 90-94	B 83-84	C+ 76-79	F 0-69

Canvas Course Mediation/Course Management:

The syllabus, assignments, and all support materials for this course will be mediated through Canvas. **PLEASE DO NOT SUBMIT ASSIGNMENTS AS EMAIL ATTACHMENTS.** All responses by students to the Discussion Board and all assignments are to be uploaded to Canvas and scored by the instructor in Canvas. In short, all flow of paper work between students and the instructor will be electronically via Canvas. As a result, we will be much more efficient in our exchange of paper work.

How To Access Canvas:

To access Canvas, you can use any computer that is able to connect to the Web. Steps include: (1) go to the SUU website (<http://www.suu.edu/>) ; (2) click on “Current Students” near the top center of the screen; (3) click on “Canvas” – at the top left corner of the screen. Once in Canvas it is relatively easy to navigate through the various options – Syllabus, Discussions, Assignments, Modules, etc.

Class Schedule: The schedule below is tentative and may be adjusted to better address student and course needs as the class progresses

<p>Week # 1</p> <p>January 7 to January 13</p> <p>IVC Session #1 January 10 4:30-6:30</p> <p>online via Canvas</p>	<p style="text-align: center;">Methods and Frameworks for Improving School Services</p> <p>Overview of this Unit:</p> <p>This unit introduces school practitioners to important methods and frameworks for improving school services that are related to policy changes, school reform, and the changing environment of education. Over the past decade, the school literature has increasingly discussed Response to Intervention, school climate, and functional behavioral assessment as ways to increase the effectiveness of school services. All of these approaches have emphasized prevention, school-wide initiatives, and the use of evidence-based practices. Ethical situations and social complexities have also increased for schools, making it more important than ever for school professionals to know how to respond to the ethical dilemmas they may face in the delivery of their services. This section examines all of these practices and judiciously critiques the delivery of school services, pointing practitioners toward the best practices.</p> <p>Goals and Objectives:</p> <ul style="list-style-type: none"> • The teacher will become familiar with the structure and content of the course. • The teacher will become familiar with the course "deliverables" and assignments. • The teacher will become familiar with (or review) the conventions of APA style. • The teacher will gain a "big picture" understanding of Organizational Theory as it relates to educational practice. <p>Topic(s):</p> <ul style="list-style-type: none"> • Course Orientation • APA and Writing Guidelines for Scholarly Papers • Making Sense of Organizations • Implementing Evidence-Based Practices within an RTI Framework • Effective Methods for Improving School Climate <p>Assignment(s):</p> <ul style="list-style-type: none"> • Read the article, <i>“Implementing Evidence-Based Practices within a Response to Intervention Framework”</i> • Respond to the Discussion Board and to the posts of TWO of your peers.
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<p>Week #2</p> <p>Janaury 14 to January20</p> <p>online via Canvas</p>	<h2 style="text-align: center;">Improving School Culture and Climate</h2> <p>Overview of this Unit:</p> <p>During the 2011-2012 school year, 3.45 million students were suspended out-of-school and students of color and students with disabilities are generally expelled at higher rates than their peers. Evidence does not show that discipline practices that remove students from instruction—such as suspensions and expulsions—help to improve student behavior or school climate.</p> <p>School-wide and individual interventions that use proactive, preventative approaches that address the underlying cause or purpose of the behavior, and reinforce positive behaviors, have been associated with increases in academic engagement, academic achievement, and reductions in suspensions and school dropouts. The Every Student Succeeds Act signed, December 10, 2015, specifically cites a framework that schools can use to build their efforts—multi-tiered systems of support.</p> <p>To effectively meet the needs of students, schools need to develop multi-tiered systems of support. This includes what is done for all students universally (Tier 1), what is done for small groups of students at risk (Tier 2) and what is done for individual students that are high risk (Tier 3). CREC experts offer practical strategies and ideas for all tiers to develop your school or district’s multi-tiered system of support.</p> <p>Goals and Objectives:</p> <ul style="list-style-type: none"> • The teacher will become familiar with effective methods for improving school climate. • The teacher will describe the dimensions of school climate. • The teacher will identify the process involved in implementing Positive Behavioral Intervention & Supports (PBIS) systems. <p>Topic(s):</p> <ul style="list-style-type: none"> • Response to Intervention frameworks. • Positive Behavioral Intervention & Supports • Promoting a positive school culture. • Organizing groups and teams <p>Assignment(s):</p> <ul style="list-style-type: none"> • View the PowerPoint presentation, "Transforming School Culture." • Read the article, "Effective Methods for Improving School Climate." • Read the journal article, "School Culture" • Review the "School Climate Survey" • Respond to the Discussion Board and to the posts of TWO of your peers.
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<p>Week #3</p> <p>January 21 to January 27</p> <p>online via Canvas</p>	<h2 style="text-align: center;">Improving School Engagement and Attendance</h2> <p>Overview of this Unit:</p> <p>High drop out rates can impact school and community climate; the consequences for the individual student can be enormous as dropping out has life-long impact. When a student drops out of school it is easy to blame the student for his or her school failures. Sometimes the student has neglected attendance and school work. Sometimes the school has not been responsive to the individual needs of the student. Sometimes school staff feel that the parents should have been more responsive to the school's efforts to help. While assigning blame for the unsuccessful student may feel good to the blamer, it doesn't address the most important problem: What strategies will help keep students in school or encourage students to return to school? This unit will explore strategies for increasing school engagement and attendance and preventing school dropout.</p> <p>Goals and Objectives:</p> <ul style="list-style-type: none"> • The teacher will become familiar with strategies for improving school engagement, attendance and dropout prevention. • The teacher will understanding the factors contributing to school dropout and suggest prevention strategies. • The teacher will give examples of the "Hidden Curriculum" of schools. <p>Topic(s):</p> <ul style="list-style-type: none"> • Increasing Student Engagement • Dropout Prevention • The Hidden Curriculum <p>Assignment(s):</p> <ul style="list-style-type: none"> • View the YouTube video: Challenging Circumstances: The Dropout Dilemma • View the YouTube Video: "Solutions to the Dropout Dilemma." • Read the American Psychological Association article, "Facing the School Dropout Dilemma" • Read the article, "Improving School Engagement, Attendance and Dropout Prevention." • Read the article, "Increasing School Attendance." • Read the journal article, "School Culture the Hidden Curriculum" • Respond to the Discussion Board and to the posts of TWO of your peers.
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<p>Week #4</p> <p>February 4 to February 10</p> <p>online via Canvas</p>	<p>Effective Interventions for Preventing Youth Suicide</p> <p>Overview of this Unit:</p> <p>Every 15 minutes, someone in this country commits suicide. This equates to 95 suicides each and every day throughout the United States. Suicides and suicide attempts take place in every age group, ethnic and racial group, gender, socioeconomic status, and geographic area (American Association of Suicidality, 2010). Suicide is a prevalent social problem and public health problem for adults and youths. In 2007, 4320 youth aged 10–24 died by suicide (AAS, 2010). Adolescents and young adults seem to be especially vulnerable. More specifically, suicide is the third leading cause of death among young people between the ages of 10 and 24; accidents and homicides are the first and second (AAS, 2010). Suicide attempts have occurred among children as young as 7 years of age (Roberts & Yeager, 2005). Early detection and identification of acutely suicidal adolescents have the potential to dramatically decrease the prevalence of this significant social problem throughout the United States. Most children and youth who have ideas and thoughts about suicide exhibit specific warning signs, symptoms, gestures, and behaviors, which can be recognized by school social workers, mental health consultants, and crisis counselors who are trained in suicide assessment and crisis intervention. School social workers and mental health consultants to the schools can develop competency in evidence-based suicide risk assessments and interventions.</p> <p>Goals and Objectives:</p> <ul style="list-style-type: none"> • The teacher will identify early warning signs and risk factors of youth suicide. • The teacher will be familiar with the Roberts Seven Stage Crisis Intervention Model and describe how it might be applied in a hypothetical situation. • The teacher will understand and apply the Suicide Risk Assessment and Intervention Flowchart in a case study setting. • The teacher will describe effective school suicide prevention programs • The teacher will understand how to apply suicide interventions within a Response to Intervention Framework. <p>Topic(s):</p> <ul style="list-style-type: none"> • Youth Suicide • Robert's Seven Stage Crisis Intervention Model • Myths Concerning Youth Suicide • Suicide prevention programs <p>Assignment(s):</p> <ul style="list-style-type: none"> • Read the article "Effective Crisis Intervention Methods." • Visit this U.S. Government website to learn about common myths associated with youth suicide: http://suicideprevention.nv.gov/Youth/Myths/ • View the YouTube Video: The Fight Against Teen Suicide Begins in the Classroom." • Respond to the Discussion Board and to the posts of TWO of your peers.
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<p>Week #5</p> <p>February 11 to February 17</p> <p>online via Canvas</p>	<p>Effective Approaches for Dealing with Violence, Bullying, Sexual Assault, and Gangs</p> <p>Overview of this Unit:</p> <p>The prevention of all kinds of violence—including bullying, sexual assault, dating violence, gang violence, and interpersonal conflict between students, their peers, and teachers—is of high concern to schools. This section discusses best practices for violence prevention and conflict resolution, helping school practitioners to learn what the most effective practices and resources are for both prevention and intervention into different types of violence and conflict situations.</p> <p>Goals and Objectives:</p> <ul style="list-style-type: none"> • The teacher will describe common characteristics of effective school violence prevention programs. • The teacher will discuss the responsibility of students, teachers, and parents regarding the types of violence in their schools (e.g., sexual harassment, fighting, and weapons use). • The teacher will describe strategies for getting the school staff, students, and parents involved in the violence prevention programs. • The teacher will suggest ways to develop violence prevention programs that fit easily into the normal flow and mission of the school setting. • The teacher will describe the characteristics of successful anti-bullying programs. • The teacher will identify effective strategies for preventing bullying and cyberbullying. <p>Topic(s):</p> <ul style="list-style-type: none"> • Violence Prevention Programs • Gangs • Bullying • Dating Violence <p>Assignment(s):</p> <ul style="list-style-type: none"> • Read the journal article on School Violence. • Take the ungraded "School Violence Quiz" and check your answers here. • Read the article on Violence Prevention Programs. • Read the journal article on Bullying. • Read the journal article on "Bullying Prevention." • <i>Read the journal article on "Gang Prevention."</i> • <i>Read the journal article on "Dating Violence."</i> • Respond to the Discussion Board and to the posts of TWO of your peers.
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<p>Week #6</p> <p>February 18 to February 24</p> <p>online via Canvas</p>	<p>To Be Determined</p> <p>The content of this module will be determined by students and the instructor based on individual interests and professional relevance.</p>
<p>Week #7</p> <p>February 25 to March 3</p> <p>online via Canvas</p>	<p>To Be Determined</p> <p>The content of this module will be determined by students and the instructor based on individual interests and professional relevance.</p>
<p>Week #8</p> <p>March 4 to March 10</p> <p>online via Canvas</p>	<p>To Be Determined</p> <p>The content of this module will be determined by students and the instructor based on individual interests and professional relevance.</p>
<p>Week #9</p> <p>March 11 to March 17</p> <p>online via Canvas</p>	<p>To Be Determined</p> <p>The content of this module will be determined by students and the instructor based on individual interests and professional relevance.</p>

<p>Week #10</p> <p>March 18 to March 24</p> <p>online via Canvas</p>	<p>To Be Determined</p> <p>The content of this module will be determined by students and the instructor based on individual interests and professional relevance.</p>
<p>Week #11</p> <p>March 25 to March 31</p> <p>online via Canvas</p>	<p>To Be Determined</p> <p>The content of this module will be determined by students and the instructor based on individual interests and professional relevance. Celebrate! You have successfully completed this course!</p>
<p>Week #12</p> <p>April 1 to April 7</p> <p>online via Canvas</p>	<p>To Be Determined</p> <p>The content of this module will be determined by students and the instructor based on individual interests and professional relevance.</p>
<p>Week #13</p> <p>April 8 to April 14</p> <p>online via Canvas</p>	<p>To Be Determined</p> <p>The content of this module will be determined by students and the instructor based on individual interests and professional relevance.</p>
<p>Week #14</p> <p>April 15 to April 21</p> <p>online via Canvas</p>	<p>To Be Determined</p> <p>The content of this module will be determined by students and the instructor based on individual interests and professional relevance.</p>

LATE ASSIGNMENTS: At the discretion of the Instructor, assignments submitted late will be subject to a 10% grade penalty per day the assignment is late. Thus, an assignment that is two days late will be subject to a 20% grade penalty, and so on.

EXTRA CREDIT and MAKE UP WORK: Extra credit assignments are not an option in this course. Make-up work will be accepted at the discretion of the instructor ONLY in cases of illness, and/or personal emergency.

ADA Statement: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Academic Integrity Policy: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

Emergency Management Statement: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/ad/facilities/emergency-procedures.html>

HEOA Compliance Statement: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>

Disclaimer Statement: Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Course Fees: Fees charged for this course are designed to maintain high quality programming, equipment, materials, supplies, and services for students in the College of Education and at Southern Utah University. A detailed list of expenditures is available in the Dean's Office. For information on course-specific fees please see your instructor.

Course Alignment With National Standards: The objectives and assessments of this course is aligned with national education standards, specifically NPBEA (National Policy Board for Educational Administrators) and the Utah Educational Leadership Standards.