

**AMBERTON UNIVERSITY**  
**e-COURSE SYLLABUS**

**CSL6779.E1 Counseling in Schools**  
**FALL 2014**

**PROFESSOR INFORMATION:**

Name: Mary Kay Qualls, Ed. D., LP, LMFT, CSC

Phone Number: 972-279-6511 ext. 151

Email Address: CSL6779.E1@eCmail.Amberton.edu

This is a closed email system. Emails from accounts outside of the eCmail system will not be delivered. Refer to "Course Communications" below.

**COURSE INFORMATION:**

CSL6779.E1 Counseling in Schools

Level: Graduate

Beginning Date of Session: Saturday, September 13, 2014

Ending Date of Session: Thursday, November 20, 2014

**Student access available to the Student Portal: Saturday, September 13, 2014.**

*Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.*

**TEXTBOOK(S) AND REQUIRED MATERIALS:**

Title: The Transformed School Counselor

Author: Dahir, Carol A. and Stone, Carolyn Bishop

Publisher: Brooks/Cole Cengage Learning

Year Published: 2013

Edition: 2<sup>nd</sup> Revised

ISBN-13: 9781285191201

Title: The ASCA National Model: A Framework for School Counseling Programs

Publisher: American School Counselor Association

Year Published: 2012

Edition: 3<sup>rd</sup>

ISBN-13: 9781929289325

Title: A Model of Developmental Guidance & Counseling Program

Publisher: Texas Education Agency

Year Published: 2004

Edition: 4<sup>th</sup>

***Available in student's school district or may be downloaded through the Texas Education Agency website through guidance services***

***Optional Text (Study Guide for TExES)***

Title: The School Counselor's Study Guide for Credentialing Exams

Author: Rita Schellenberg

Publisher: Routledge  
Year Published: 2012  
Edition: 1<sup>st</sup>  
ISBN-13: 9780415888752

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, [www.Amberton.edu](http://www.Amberton.edu). Just look for the "Bookstore" tab across the top of the home page. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Students should be careful to obtain the exact resource(s) required for the course.

### **SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE**

Changes in State of Texas requirements for the School Counseling Professional Certificate resulted in changes for CSL6829 Pre-Practicum in School Counseling and CSL6855 Practicum in School Counseling. The Application and Contract will be required at the first meeting of CSL6829 Pre-Practicum in School Counseling. These forms are available on the university FTP site, (<ftp://ftp.amberton.edu>) under the folder "csinfo." The field work experience will require 160 actual clock hours and be required during CSL6829 and CSL6855. The field work experiences will be scheduled during the Fall, Winter, and Spring semesters only.

### **COURSE PREREQUISITES:**

None

### **COURSE COMPETENCIES:**

The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course presents a comprehensive review of counseling in schools. Students will define the roles and functions of school counselors. Emphasis is placed on a learner-centered process that includes organizing, planning, designing, implementing, and evaluating a comprehensive counseling and guidance program. The Texas Developmental Plan as well as the American School Counseling Association Models will be reviewed as related to the school counselor job. The following abbreviations are

used for competency accountability, Course Reading (CR), Course Activities (CA), Course Project (CP), and Examinations (E).

**UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:**

- Understanding the roles and responsibilities of the school counselor along with other professionals in the school with regard to the guidance and counseling program. CR, C, E
- Demonstrating knowledge of the components of a developmental guidance and counseling program, procedures for implementing, evaluating, and modifying the developmental guidance and counseling program as necessary to meet the needs of all students. CR, E, CP
- Demonstrating how to assess the needs of students in a school and plan a proactive program that reflects student needs. CR, CP, E
- Applying knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria). CR, CP, E
- Understanding the use of prevention approaches and intervention strategies to address student concerns. CR, E
- Guiding students to develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving. CR, CP
- Demonstrating ways to promote a cooperative, inclusive, and purposeful learning environment. CR, CP
- Discussing effective referral procedures to facilitate the use of special programs and services. CR, CA, E
- Explaining strategies for effective internal and external communication. CR, E
- Illustrating consultant and/or coordinator roles of school counselors. CR, E
- Demonstrating how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum. CR, CP, E
- Providing leadership for student school counselors to help them set and attain challenging educational, career, and personal/social goals. CR, E
- Demonstrating knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students. CR, E

### **COURSE POLICIES:**

No make-up exams, assignments or extra credit work.

Students must contact professor through the course email address to confirm enrollment in the class, by Sunday, Sept 14<sup>th</sup> 11:59pm.

### **Student's Responsibilities**

This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

## **COURSE OUTLINE AND CALENDAR:**

Week 1            Submit Information form on class eCmail by 09/14 at 11:59pm CST  
Sept 13-19

The Transformed School Counselor (TTSC)  
Chapter 1 New Vision of 21<sup>st</sup>-Century School Counseling

American School Counselor Association (ASCA) Model  
pg. vii-xiv & Appendix A pg 128-133 & Appendix D pg 137-140

A Model Comprehensive, Developmental Guidance and Counseling  
Program for Texas Public Schools (TCDGCP)  
pg. v-xiii, pg. 1-13

TTSC Chapter 3 Counseling Practice in Schools  
TCDGCP pg. 15-26

Week 2            TTSC Chapter 4 School Counselors as Leaders  
Sept 20-26        ASCA Model Themes pg. 1-4 & 11-13  
TCDGCP pg. 27-32

TTSC Chapter 5 School Counselors as Advocates  
ASCA Model Themes pg. 4-6 & 14-16 & 19-20

Week 3            **Exam One**  
Sept 27-Oct 3    The exam will be available from 6:00 am (CST) September 27th until  
11:55 pm (CST) October 5<sup>th</sup>  
Covering chapters 1, 3, 4, & 5

Week 4            TTSC Chapter 7 Implementing the ASCA Model  
Oct 4-10          ASCA Model Delivery System pg. 83-90  
TCDGCP pg. 49-76

TTSC Chapter 8 Accountability and Data-Driven Decision-Making  
ASCA Model Accountability pg. 99-119  
TCDGCP pg. 77-112

Week 5            TTSC Chapter 10 Working with Special Needs Students  
Oct 11-17        ASCA Model pg. 73-74

TTSC Chapter 11 Creating a Safe, Supportive and Respectful School  
Culture and Environment  
ASCA Model Foundation pg. 32-39

**Four-Year Plan Due by 11:59 pm (CST) October 13<sup>th</sup>**

Week 6  
Oct 18-24      **Exam Two**  
The exam will be available from 6:00 am (CST) October 20th until 11:55 pm (CST) October 27th  
Covering chapters 7, 8, 10, 11

Week 7  
Oct 25-31      TTSC Chapter 12 School Counselors as Consultants  
ASCA Model Themes pg 6-8  
TCDGCP pg 33-47  
  
TTSC Chapter 13 School Counselors as Coordinators, Collaborators and Managers of Resources  
ASCA Model Themes pg. 17-18 & pg. 41-72

Week 8  
Nov 1-7      TTSC Chapter 14 Preparing All Students to Become Career and College Ready  
ASCA Delivery pg. 93-98  
TDCGCP College and Career Readiness Element (download from <ftp://ftp.amberton.edu> folder \_MQualls, select CSL6779)

**Data Driven Lesson Project Due by 11:55 pm (CST) November 3rd**

Week 9  
Nov 8-14      TTSC Chapter 15 Transitioning into the Field of School Counseling  
ASCA Model Management pg. 75-81 & 91-92 & Appendix C pg.135-136 & Appendix H pg. 148-159  
TDCGCP pg. 93-98

Week 10  
Nov 15-20      **Final Exam**  
The exam will be available from 6:00 am (CST) November 15th until 11:55 pm (CST) November 20th  
Covering chapters 12, 13, 14, & 15

- Exams are online with a program that will allow students to see immediate grade feedback. The program does allow answer change. There is not an opportunity to pause the program, so once you begin the time starts. The tests are approximately 60 questions with two hours for completion. The tests are multiple-choice.
- The Personal Graduation Plan is an activity to familiarize students with the school counselor's role in the implementation of House Bill 5. An occupation is selected from the Achieve Texas twenty-five most queried occupations by high school students. Students will use the PGP of their district and the courses offered by their district to complete a PGP for the chosen occupation. References will include websites and web addresses researched. The narrative is based on a student that would be a good fit for the occupation chosen. Rubric will serve as a guide for narrative.
- The Data-Driven Accountability Lesson will required a group effort, one part is to find the school data (what is the need to addressed) STARR. Discipline,

attendance, the second part is to research the scientific based reasons for the lesson (what has worked for this problem), third is to make a pre- and post-test based on the lesson (refer to the guidance portion of the Texas Developmental Guidance Plan and ASCA curriculum for standards), fourth part to write the guidance lesson. The rubric will serve as guide for performance standards.

### **GRADING CRITERIA:**

20% 4-year plan  
20% Accountability Project  
20% Exam 1  
20% Exam 2  
20% Final Exam

Graduate

92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

### **GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:**

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are mailed approximately one week after the last day of the session to the student's address of record. Amberton University staff will not post or release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their eCmail account and contact the instructor at [MQualls@eCmail.amberton.edu](mailto:MQualls@eCmail.amberton.edu) or phone extension 151. Do not use the Course Number e-mail as it is no longer operational.

### **Incomplete Grades**

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

### **COURSE DELIVERY METHODOLOGY:**

This course is offered as a distance-learning course. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
  - Internet browser settings and configuration
  - e-mail and file attachments
  - Uploading and downloading files
  - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course, but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

### **HOW TO ACCESS YOUR COURSE:**

Students enrolled in distance learning courses use the resources contained in Amberton's Student Portal. The site may be accessed through the University's main page (<http://www.Amberton.edu>). After selecting the "Student Portal" link, you will be prompted for a Username and Password. Use your assigned **username and password** (AUID) as described below:

**Username** = your capitalized firstname **initial**+lastname+last 3 digits of your SSN.

- \* Use your name exactly as it is listed on the University's records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr.   SSN: 123-45-6789  
Username: JJonesJr789

**Password** = your Amberton University ID# (AUID) **including the dashes**

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, eEmail access, Discussion Forum, Chat Room, Remote Research, General Tools, all Syllabi, QEP Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes,

no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: [e-sysop@amberton.edu](mailto:e-sysop@amberton.edu)

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or [advisor@Amberton.edu](mailto:advisor@Amberton.edu) for a replacement AUID card. You must know your Amberton ID# to gain access to the course and to send email to your professor.

### **COURSE COMMUNICATIONS:**

Students will communicate with faculty using any of three methods: eCmail, Discussion Forum and Chat Room. Each student enrolled in this course is assigned an Amberton eCmail account, Discussion Forum and Chat Room, with access through the Student Portal.

You must use Amberton's eCmail system to send emails, do not use outside email accounts (ie. Yahoo, msn, Hotmail), as email from outside the University will be rejected.

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton student eCmail system ([eCmail.Amberton.edu](mailto:eCmail.Amberton.edu)). Students are encouraged to check their email regularly for University news and notices.

**Students are responsible for reviewing the "Communication Guidelines" provided on the individual E-Course for specific instructor requirements.**

### **FORMAT AND SUBMISSION OF ASSIGNMENTS:**

Assignments are to be submitted as an attachment to an email. Specific directions and guidelines for submission of assignments are located on-line in the "Communication Guidelines" of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

### **COURSE EVALUATION:**

Each session, all Amberton students are requested to evaluate their courses. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. Students' identities are not disclosed.

Students will be notified through the Amberton eCmail system of the Course Evaluation procedures. Usually, the evaluations take place during the last two weeks of the session. Please take advantage of this opportunity and participate in the evaluation process.

### **TEXAS EDUCATION AGENCY COMPETENCIES:**



This course addresses the School Counselor Competencies set forth by the Texas Education Agency. These competencies are listed by course on the University's ftp site ([ftp://ftp.amberton.edu/csinfo/AU\\_TEA](ftp://ftp.amberton.edu/csinfo/AU_TEA)).

**ACADEMIC HONESTY/PLAGIARISM:**

Plagiarism is the presentation of someone else's information as though it were your own. If you use another person's words, ideas or information, or if you use material from a source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University's ethics policy.

**RESEARCH RESOURCES:**

The student is encouraged to use the Amberton Electronic Library as a research resource for this course. The Electronic Library provides access to full-text and abstract articles as well as links to a variety of remote research tools. Students can search Amberton Library Resource Center holdings through the on-line public access circulation system. The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered at Amberton. Interlibrary loan and document delivery services are available. The TexShare Card offers borrowing privileges in libraries all across the state of Texas. Students with research questions or questions about Library services are encouraged to visit the "Ask-A-Librarian" section of the discussion forum or email their questions to [library@Amberton.edu](mailto:library@Amberton.edu).

**QUALITY ENHANCEMENT PLAN – QEP TOOLKITS:**

Online research resources are available through "Research Tools Database", accessible through the Student Portal. (For additional assistance, students may access the "QEP Tutorials" link located in the General Tools area on the Student Portal.) Access the Portal by clicking "Student Portal" from the University's website. You must know your Amberton ID to access the Portal.