

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6779.01 Counseling in Schools
WINTER 2015
Location: Garland

PROFESSOR INFORMATION:

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COURSE INFORMATION:

CSL6779.01 Counseling in Schools

Level: Graduate

Beginning Date of Session: Saturday, December 6, 2014

Ending Date of Session: Thursday, February 26, 2015

Holiday Break: Friday, December 19, 2014 through Friday, January 2, 2015

The first class meeting is **Monday, December 8, 2014, in Room 17**

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: The Transformed School Counselor

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

Publisher: Brooks/Cole Cengage Learning

Year Published: 2013

Edition: 2nd Revised

ISBN-13: 9781285191201

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

Author: American School Counselor Association

Publisher: American School Counselor Association

Year Published: 2012

Edition: 3rd

ISBN-13: 9781929289325

Title: A Model of Developmental Guidance & Counseling Program

Publisher: Texas Education Agency

Year Published: 2004

Edition: 4th

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: 1st

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. 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 "cslinfo." 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.

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

1. Understanding the roles and responsibilities of the school counselor along with other professionals in the school with regard to the guidance and counseling program. **(Week 1 Readings & Assignments)**
2. 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. **(Weeks 1 & 9 Readings & Assignments)**
3. Demonstrating how to assess the needs of students in a school and plan a proactive program that reflects student needs. **(Week 2 Readings & Assignments)**
4. Applying knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria). **(Week 9 Readings & Assignments)**
5. Understanding the use of prevention approaches and intervention strategies to address student concerns. **(Weeks 2 & 6 Readings & Assignments)**
6. Guiding students to develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving. **(Week 9 Readings & Assignments)**
7. Discussing effective referral procedures to facilitate the use of special programs and services. **(Week 6 Readings & Assignments)**
8. Explaining strategies for effective internal and external communication. **(Week 3 Readings & Assignments)**
9. Illustrating consultant and/or coordinator roles of school counselors. **(Week 8 Readings & Assignments)**
10. Demonstrating how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum. **(Weeks 5 & 8 Readings & Assignments)**
11. Demonstrating personal assessment of leadership aptitudes and capabilities for school counselor on the academic leadership team. **(Weeks 2 & 3 Readings & Assignments)**
12. Demonstrating knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students. **(Week 8 Readings & Assignments)**

13. Applying school data to guidance curriculum development. (***Week 5 Readings & Assignments***)
14. Integrating national and state models into guidance curriculum development. (***Week 5 Readings & Assignments***)
15. Accessing national and state legislation related to school counselor job description. (***Week 5 Readings & Assignments***)
16. Articulating methods of school counselor accountability. (***Week 5 Readings & Assignments***)

COURSE POLICIES:

Late Work is not accepted.

Absences: One absence will result in the lowering of the student's final grade by one letter grade. Each subsequent absence will lower the student's final grade by an additional letter grade.

Privacy and Confidentiality in the Classroom:

- One of the highlights of the Amberton University academic experience is that students can draw upon workplace examples in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature.
- Due to the privacy and liabilities of a classroom, there are no children, pets, or anyone other than you allowed in the classroom. **NO EXCEPTIONS.**

Technology, Laptops, Smart Phones:

- Technology is used for instructional purposes only, expect to be asked to refrain from texting, checking social media, and messaging. If you need to make or receive a call, please leave the classroom.
- Student must have access to a computer and the internet for on-line testing.

Testing:

- Testing is done online. Students are given a two minutes per question. The tests are timed and students receive immediate feedback regarding the score on the exam. If any student has a documented need for testing, please contact Dr. Qualls immediately. The university requires a copy of the documentation.

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 DELIVERY METHODOLOGY:

This course is offered as a Lecture/Classroom course. This course requires that students meet a designated time in the classroom. Information for required assignments and exercises is located at:
ftp://ftp.amberton.edu/_MQualls/CSL6779/.

Students will be responsible for an individual and group project in this course in addition to three exams.

Accountability Guidance Lesson Project (Group Project)

This project will be completed in groups of three or four students. The group will select option one or two to complete for this assignment.

Option One

The group will review data from their campus, STARR, discipline, attendance, achievement, anecdotal observations and write a guidance lesson as an intervention to a problem area for improvement.

Option Two

The group will select a TEKS learning objective, correlated with ASCA curriculum objectives will be identified and documented. The group will plan and document a lesson that includes one of the several areas of the ASCA guidance curriculum.

The following is required for the project regardless which option is selected (except when noted by option):

- Three professional journal articles, peer reviewed, not internet downloaded, must support the subject of the lesson, age of the students receiving lesson, and/or intervention and inclusive topics of the lesson.
- Table of Contents
 - Option One: How and when the data was collected. Reason for project topic includes school data.
 - Option Two: TEKS objective including grade level and area of the guidance program to be addressed.
- Narrative including peer review journal articles, references, and works cited, supporting the need for the lesson, topic, or age-group. Also included is the data collection process and reporting method for pre- and post- testing procedures.
- Pre-Test
 - Lesson (please be descriptive, a professional school counselor should be able to teach your prepared lesson and follow other directives)
- Post-Test
 - Addition forms, certificates, etc.

This is a group project. It is recommended that a group of four utilize the following areas: data collector, narrative writer, lesson writer, and pre-/post-test writer. If a group has three members, lesson and pre-/post-test will be written by the same member.

Personal Graduation Plan Project (Individual Project)

You will be assigned an occupation. A high school four-year plan will be devised to accommodate the courses that your district can provide to best prepare this student for the assigned occupation. Use the format for your district’s high school course planning. Assign the courses by year. Local credits that are specific to your district or school are fine to include. At the end of the four-year planning, a post-high school educational plan will be developed for the occupation.

You will use your district’s format for the yearly course outline. A narrative will be included at the end to describe your decision making process for the courses selected. This should be a detailed description on why you made the course selections that you chose for the occupation. Also included are the necessary extra and/or co-curricular activities that you would advise the student seeking this occupation to participate in, that are available in your school community. Any licenses or further education needed for occupation are included. Provide state and national collegiate programs that support the occupation. Rubrics are available at ftp://ftp.amberton.edu/_MQuals/CSL6779/.

COURSE OUTLINE AND CALENDAR:

Course Readings will come from the following:

The Transformed School Counselor - TTSC

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

A Model of Developmental Guidance & Counseling Program - TEA

Week	Topics	Assignment	Readings	Competencies
1	New Vision of 21 st -Century School Counseling	Begin the Individual & Group Projects	<i>TTSC</i> : Chapters 1 & 3 <i>ASCA</i> : pgs. vii-xiv, 128-133 <i>TEA</i> : pgs. v-xiii, 1-13, 15-26	1, 2
2	School Counselors as Leaders & Advocates		<i>TTSC</i> : Chapters 4 & 5 <i>ASCA</i> : pgs. 1-6, 11-16, 19-20 <i>TEA</i> : pgs. 27-32	3, 5, 11
3	Leadership in an Administrative Team		Lecture handouts	8, 11

4	Exam One	Available from 6:00am (CST) Jan. 6 th until 11:55pm (CST) Jan. 12 th	Covering all previous lectures, course readings, discussions, and handouts	
5	ASCA Model: Implementation, Delivery System, Accountability & Data-Driven Decision-Making	Individual Project due	TTSC: Chapters 7 & 8 ASCA: pgs. 83-90, 99-119 TEA: pgs. 49-112	10, 13, 14, 15, 16
6	Working with Special Needs Students & Creating a Safe, Supportive and Respectful School Culture and Environment		TTSC: Chapters 10 & 11 ASCA: pgs. 73-74, 32-39 TEA: none	5, 7
7	Exam Two	Available from 6:00am (CST) Jan. 27 th until 11:55pm (CST) Feb. 2 nd	Covering lectures, course readings, discussions, and handouts since Exam One	
8	School Counselors as Consultants, Coordinators, Collaborators and Managers of Resources	Group Project due	TTSC: Chapters 12 & 13 ASCA: pgs. 6-8, 17-18, 41-72 TEA: pgs. 33-47	9, 10, 12
9	Preparing All Students to Become Career and College Ready & Transitioning into the Field of School Counseling		TTSC: Chapters 14 & 15 ASCA: pgs. 93-98, 75-81, 91-92, 135-136, 148-159 TEA: College and Career Readiness Element (download from _MQualls FTP site), pgs. 93-98	2, 4, 6
10	Final Exam	Available from 6:00am (CST) Feb. 17 th until 11:55pm (CST) Feb. 23 rd	Covering lectures, course readings, discussions, and handouts since Exam Two	

GRADING CRITERIA:

Assignment	Percentage	Graduate Grading Scale	
Personal Graduation Plan Project (Individual Project)	20	92 – 100	A
Accountability Guidance Lesson Project (Group Project)	20	82 – 91	B
Exam One	20	72 – 81	C
Exam Two	20	62 – 71	D
Final Exam	20	0 – 61	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Each assignment/exam submitted will be reviewed, graded and return to the student in a timely manner, along with appropriate commentary.

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 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 or 972-279-6511 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 COMMUNICATIONS:

This course is offered as a lecture course; however, several technological options are available to faculty and students that can enhance communication both during the session and after the session has ended. The **Student Portal** is the gateway to eCmail, Discussion Forums, Chat Rooms, Remote Research, General Tools and Electronic Instructor Folders (FTP). The Student Portal 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 eCmail access, Discussion Forum, Chat Room, Remote Research, General Tools, all Syllabi, QEP Tutorials and Electronic Instructor Folders (FTP).

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

When using the eCmail system, students may send to and receive email from those users who have accounts on the Amberton email servers only (Amberton.edu and eCmail.Amberton.edu). Email from outside the University's systems will be rejected.

Upon completion of a session, all mail is removed from the eCmail account. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

Discussion Forum

The forums are accessible, as of the first day of the session, through the Student Portal. The discussion forums are good avenues for student – to – student communication and interaction.

Help forums such as “Ask-a-Librarian” and “Tech Tips” are also listed with the course forums. Visit these areas if you have questions about research and technical issues.

Chat Rooms

Chat rooms are accessible through the Student Portal as of the first day of the session and provide students and faculty the ability to communicate on-line in real time.

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 eMail 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).

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.

RECOMMENDED ONLINE SOURCES:

Online research resources are available through “Research Tools Database”, accessible through the Student Portal, under “General Tools.”

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.

BIBLIOGRAPHY:

Research resources are available through the University’s physical library and the online virtual library. Students may search for books, periodicals, and online sources pertaining to subjects covered in this course.

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 University physical Library, or the Virtual University “Ask-A-Librarian” section of the discussion forum, or email their questions to library@Amberton.edu.