

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

CSL6779.01 Counseling in Schools

FALL 2017

Location: Garland

PROFESSOR INFORMATION:

Name: Sherry Latson, Ph.D., LPC-S
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Faculty Fax #: 972-686-5890
Office Location: Garland Room # U
Office Hours: 4:30-6:30 Tuesday
Email Address: SLatson@amberton.edu

COURSE INFORMATION:

CSL6779.01 Counseling in Schools

Level: Graduate

Beginning Date of Session: Saturday, September 9, 2017

Ending Date of Session: Thursday, November 16, 2017

The first class meeting is September 9, in **Room 19 Garland**

Saturday One classes meet Sept 9, Sept 23, October 14, October 28, November 11

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.

All Saturday lecture classes begin promptly at 8:30 a.m.

COURSE PREREQUISITES:

None

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: 2016
Edition: 3rd
ISBN-13: 9781305057279

Title: The ASCA National Model: A Framework for School Counseling Programs
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
Price: Available at <http://amberton.ecampus.com>

The TExES may be taken after 30 hours of coursework. Forms and directions are available on the FTP site under file cslinfo. Boot camps and practice tests are available on the FTP site under MQualls/CSL6829.

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. 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 the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

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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 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.

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. Chapter 1 (readings and discussion) Individual Projects
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. Chapter 1 and 9 (readings and discussion)
3. Demonstrating how to assess the needs of students in a school and plan a proactive program that reflects student needs. Chapter 2 (readings and discussion)
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). Chapter 9 (readings and discussion)
5. Understanding the use of prevention approaches and intervention strategies to address student concerns. Chapters 2 and 6 (readings and discussion)
6. Guiding students to develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving. Chapter 9 (readings and discussion), Individual projects
7. Discussing effective referral procedures to facilitate the use of special programs and services. Chapter 6 (readings and discussion)
8. Explaining strategies for effective internal and external communication. Chapter 3 (readings and discussion)
9. Illustrating consultant and/or coordinator roles of school counselors. Chapter 8 (readings and discussion)
10. Demonstrating how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum. Chapter 2-3 (readings and discussion)
11. Demonstrating personal assessment of leadership aptitudes and capabilities for school counselor on the academic leadership team. Chapter 5-6 (readings and discussion) MBTI study
12. Demonstrating knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students. Chapter 8 (readings and discussion)
13. Applying school data to guidance curriculum development. Chapter 5 (readings and discussion) MEASURE Project
14. Integrating national and state models into guidance curriculum development. Chapter 5 (readings and discussion) Handbook
15. Accessing national and state legislation related to school counselor job description. Chapter 5 (readings and discussion) Individual project
16. Articulating methods of school counselor accountability. Chapter 5 (readings and discussion), MEASURE Project

COURSE POLICIES:

Late work will be assessed a penalty of 10 points. Please refrain from cell phone use during class.

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.

COURSE OUTLINE AND CALENDAR:

Week	Competencies	Topics	Readings- Transformed School Counselor	Readings- ASCA	Readings TEA	Assignments
1 Class	2, 13, 14, 15, 16	ASCA model	Ch. 1, 7	Ch. 1, 2	Section 1	Begin working on group project
2 No Class	2, 13, 14, 15, 16	Accountability	Ch. 8	Ch. 3, 5	Section 5, 6	Post on Discussion forum Reading
3 Class	2, 6	Counseling- Responsive services	Ch. 2, 3	Ch. 4	Section 2, 4	Discussion, Readings
4 No Class	1, 9 10, 11, 12	Roles	Ch. 4,5		Section 3	Discussion, readings
5 Class	3, 5, 7, 10	Ethics Diversity Special Needs	Ch. 6, 9, 10	Ch. 2		Work on projects
6 No Class	11, 12	Leaders	Ch. 11, 12,			Midterm- online ch 1- 10 October 14
7 Class	3, 4, 8, 10	Career Counseling Share group project	Ch. 13, 14			Group project due October 21

8 No Class	all	Becoming a counselor	Ch. 15			Post on discussion forum
9 Class	all	Share projects				Individual projects due November 4
10 No Class	all	Final				Final-online November 11

Note: The ASCA and TEA materials are for support and reference for the MEASURE project.

GRADING CRITERIA:

Graduate

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

The grades for the final, midterm, group project and individual projects will be averaged with equal weight.

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 email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

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 email, Discussion Forums, Chat Rooms, Remote Research, General Tools and Electronic Instructor Folders (FTP). The Student Portal may be accessed through a link on the University's website, <http://www.Amberton.edu>, or at <http://apps.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 email access, Discussion Forum, Chat Room, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

Email Communication

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student's assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789
Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current settings. Click 'Yes' and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit <https://support.google.com/mail>

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.

The Amberton University Moodle Website

Students enrolled in this course will also be using the Moodle Learning Platform, with access available through the Student Portal or by going to: <http://moodle.Amberton.edu>

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student's email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link "*Forgotten your username or password*" available on the Moodle log in page (<http://moodle.Amberton.edu>). Otherwise use the same username and password as previous session.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

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 in class during week 9 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/cslinfo/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."

RESEARCH TUTORIALS:

Online research resources are available through “Research Tools Database”, accessible through the Student Portal. (For additional assistance, students may access the “Research 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.

Library Live Chat Feature

The website allows for a live chat feature with librarians on the library pages. This service allows students to connect with librarians on questions regarding resource assistance, searching data bases and access to library services. www.amberton.edu/current-students/library/index.html

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 email their questions to library@Amberton.edu.