

**AMBERTON UNIVERSITY**  
**SYLLABUS FOR LECTURE/CLASSROOM COURSE**

**CSL6779.21 Counseling in Schools**

**SPRING 2018**

**Location: Frisco Center**

**PROFESSOR INFORMATION:**

Name: Traci Test, PhD, LPC-S, CSC  
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Faculty Fax #: 972-686-5890  
Office Location: Frisco Center  
Office Hours: Wednesdays before class, 5:30-6:30 pm  
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**COURSE INFORMATION:**

CSL6779.21 Counseling in Schools

Level: Graduate

Beginning Date of Session: Saturday, March 10, 2018

Ending Date of Session: Thursday, May 17, 2018

**First class meeting March 14 in room F1 (Frisco Center)**

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., & Stone, Carolyn B.  
Publisher: Brooks/Cole Cengage Learning  
Year Published: 2016  
Edition: 3rd  
ISBN: 13: 9781305087279  
Price: Available at <http://amberton.ecampus.com>

Title: The ASCA National Model: A Framework for School Counseling Programs  
Publisher: American School Counselor Association  
Year Published: 2012  
Edition: 3rd  
ISBN: 13: 9781929289325  
Price: Available at <http://amberton.ecampus.com>

Title: A Comprehensive Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development PreK-12th  
Publisher: Texas Education Agency  
Year Published: 2004  
Edition: 4th  
Available in student's school district or may be downloaded through the Texas Education Agency.

### *Optional Text*

Title: Publication Manual of the American Psychological Association  
Publisher: American Psychological Association  
Year Published: 2010  
Edition: 6th  
ISBN: 13: 9781433805622

### *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

The TExES may be taken after 30 hours of coursework. Forms and directions are available on the FT site under file cslinfo. Download the School Counseling Handbook.

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). 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. 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.

### **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 professions in the school with regards 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. (Weeks 2 & 3 Reading & 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). (Weeks 7 & 9 Readings & Assignments)
5. Understanding the use of prevention approaches and intervention strategies to address student concerns. (Weeks 3 & 4 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. (Weeks 4 & 10 Readings & Assignments)
8. Explaining strategies for effective internal and external communication. (Week 2 Readings & Assignments)
9. Illustrating consultant and/or coordinator roles of school counselors. (Week 5 Readings & Assignments)
10. Demonstrating how to work collaboratively with the school community to promote the integrating of the guidance and academic curriculum. (Week 5 Readings & Assignments)
11. Demonstrating personal assessment of leadership aptitudes and capabilities for school counselor on the academic leadership team. (Weeks 6 & 7 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 5 Readings & Assignments)
13. Applying school data to guidance curriculum development. (Week 6 Readings & Assignments)
14. Accessing national and state legislation related to school counselor job description. (Week 8 Readings & Assignments)
15. Articulating methods of school counselor accountability. (Week 8 Readings & Assignments)

**COURSE POLICIES:**

No make-up exams, assignments, or extra credit work. Keep instructor updated if any questions and/or concerns arise.

***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.

Students will submit and post assignments in allotted time. Group presentations will be presented with all students present on scheduled class night. Midterm & Final Exams will be completed online.

**Reading Assignments**

Ambitious weekly reading assignments dictate that each student keep up with rigorous pace in order to be prepared for class activities and discussion.

**Attendance, Participation, & Attitude (10%)**

Attendance, preparations, and contribution to class discussions is a required condition of successful learning. Additionally, as is arriving to class on time, bringing needed materials, showing leadership in class discussions and activities, interacting well with peers, not monopolizing discussions, contributing to a professional climate, and showing respect and courtesy to peers and instructors.

**Homework Assignments (20%)**

Include your name on every page. These assignments will be used as discussion documents in class, reviews by the instructor, and returned to you for any corrections. Assignments are due on date as assigned. If you must miss class, you may email to the instructor. Late work will be accepted at the discretion of the instructor with substantial late points deducted.

**Midterm (20%) and Final Exam (20%)**

Exams will most likely be administered through the online platform, Moodle. The exams will be multiple choice, matching, true-false, short answer, and/or essay and will cover the textbooks, lectures, powerpoints, articles, and handouts. No exams will be given early; makeups scheduled at the direction and convenience of instructor according to procedures.

**Journal Article Critique (10%)**

Requirements-

- \*Minimum of 6 pages (includes title page and references)
- \*1 peer-reviewed article (no older than 6 years) from professional journal pertaining to school counseling and empirical research (must be a study).
- \*APA format.
- \*Attach hard copy of the full text article with your paper.
- \*Must include-Abstract, Problem, Review of Literature, Design & Procedures, Data Analysis, Conclusions & Implications

**4-Year Plan/Personal Graduation Project (10%)**

Students will select an occupation/track, per HB 5. A high school four-year plan will be devised to accommodate the course that your district can provide the best to prepare this student for the assigned occupation. Use the format from your district's high school course planning guide. Assign the courses by year. Local credits that are specific to your district or school are allowable to include. Include a post-high school educational plan for the occupation.

- \*Use current district format for yearly course outline.
- \*Include a narrative to describe decision-making course process.
- \*Include any necessary advised co-curricular activities needed/suggested for occupation.
- \*Include licensure, further education, and state/national collegiate programs that would support occupation.

## Presentation Group/Pair Project (10%)

Students will work in pairs to create a presentation to be shared in class on specified night.

Requirements-

\*Minimum 8 PowerPoint slides.

\*Maximum of 30 minutes.

\*1 slide must include impact of subject and how it relates to school counselor profession. For example, the possible role of the school counselor in the RtI (Response to Intervention) process.

\*1 slide must include role of school counselor with regards to subject. For example, the school counselor role in the campus improvement plan for conflict resolution/peer mediation and implementation of state requirements.

\*1 slide must represent recent trends or updates to the subject. For example, Bullying & Relational Aggression would include the updates on *David's Law*.

\*1 slide must be included for references (minimum 3 references, may use textbooks as reference).

\*All members of group must present, and must share in responsibility of completing project and then presenting on scheduled night.

\*Provide electronic copy for professor to upload to online platform, and handouts for class.

\*See presentation rubric below for additional requirements.

*Presentation subjects:* SpEd/504/RtI, Conflict Resolution & Peer Mediation, Grief & Loss, Learning Styles & Differentiated Instruction, Bullying & Relational Aggression, Diversity & Creating a Welcoming Climate, COA (Children of Abuse) & Substance Abuse *Optional:* Dyslexia, School Refusal, Childhood Anxiety, Common Medications for School Age Students

NAME: \_\_\_\_\_

Topic \_\_\_\_\_ Date \_\_\_\_\_

**Presentation Rubric**

Maximum points 100	Below Expectation	Poor	Average	Maximum	Total
<b>Organization 15 points</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge 30 points</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations & elaboration.	
<b>Graphics 15 pts</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<b>Mechanics 15 pts</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has no more than three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact 10 pts</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<b>Elocution 5 pts</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
<b>Handout 10 pts</b>	1 page handout for class Major points missing	Some Major points missing	Most critical points included	All Key points included with references	

Presentation length adheres to 20-30 minutes, includes key points of topic with 8-10 slides (grammatically correct), narrative flows logically, current information, relevant to school counseling, and includes minimum 3 references. **Presentation (100 points Max)** \_\_\_\_\_

**Instructor's Comments:** \_\_\_\_\_

**COURSE OUTLINE AND CALENDAR:**

<u><b>Week</b></u>	<u><b>Reading</b></u>	<u><b>Activities</b></u>	<u><b>Due</b></u>	<u><b>Competencies</b></u>
Week 1 3/14/18	Stone & Dahir: Chapters 1 <i>Working in Today's Schools &amp; 3 Counseling Practice in Schools</i>	Welcome & Introductions-school culture, syllabus, assignments, and outline History of counseling Assign presentations	* Assigned Reading *Attend class prepared to contribute to discussion *Complete googleform survey	1, 2
Week 2 3/21/18	Stone & Dahir Chapters 6 <i>Legal &amp; Ethical Issues for School Counselors &amp; 7 Implementing the ASCA National Model</i>  TEA Model pgs 18-22	ASCA Model Four Components of Guidance Child Abuse Reporting S&D 6-TEA Chap 33, ACA, ASCA *Presentation-COA in Violent Homes & Substance Use	*Request to see counselor form *Teacher/admin form *icebreaker activity *Campus demographics & narrative description *District Counseling Missing Statement	3, 8, 14
Week 3 3/28/18	Stone & Dahir Chapter 11 <i>Creating a Safe, Supportive, and Respectful School Culture &amp; Environment</i>  ASCA Model	ASCA Model Developmental program services Responsive Services/Crisis Intervention Suicide & Risk Assessment *Presentation-Grief & Loss	*Needs assessment *Monthly schedule *Daily log template	3, 5
Week 4 3/4/18	Stone & Dahir Chapters 5 <i>School Counselors as Advocates &amp; 10 Working with Special Needs Students</i>	Individual Planning Dating Violence *Presentation-SpEd/504/RtI *Presentation-Learning Styles & Differentiated Instruction	*Campus crisis plan *Advisory Committee roles *Schedule *Plan schoolwide event	5, 7
Week 5 4/11/18	Stone & Dahir Chapters 12 <i>School Counselors as Consultants &amp; 13 School</i>	Guidance Curricula McKinney Vento Act/Homeless *Presentation-Conflict Resolution & Peer Mediation	*Journal Article Critique Due	9, 10, 12

	<i>Counselors as Coordinators, Collaborators, and Managers of Resources</i>	MIDTERM EXAM <i>content</i> : Stone & Dahir Chapters 1, 3, 5, 6, 7, 10, 11		
Week 6 4/18/18	Stone & Dahir Chapters 4 <i>School Counselors as Leaders &amp; 8</i>  ASCA Model review	System Support Accountability/MEASURE	*MIDTERM EXAM	11, 13
Week 7 4/25/18	Stone & Dahir Chapter 2 <i>Counseling Theory in Schools</i>	Overview of Theories Brief Solution-Focused Counseling *Presentation-Bullying & Relational Aggression	*3 Classroom Guidance Lessons, using ACA or TEA Template	4, 11
Week 8 5/2/18	Stone & Dahir Chapters 8 <i>Accountability</i> (review) & 9 <i>Diversity Matters</i> Ruby Payne article ASCA Model	Accountability Program Evaluation Working with low SES *Presentation-Diversity	*Accountability goal *Subscribe to TEA listserv *Elected state representative information *Quiz on SC exam review ( <i>participation grade only</i> )	15, 16
Week 9 5/9/18	Stone & Dahir Chapters 5 <i>Advocates review</i> , 13 <i>review</i> , & 14 All Students College & Career Ready  TEA Model <i>College &amp; Career</i>	Materials & Resources Counselor Competences (Leadership, Advocacy, Consultation) College Board & Naviance-special guest via Zoom Dr. Cranmore	*List of free resources *Evaluate a campus guidance program using the ASCA standards *4-year Graduation Plan Due	2, 4, 6
Week 10 5/16/18	Stone & Dahir <i>review</i> ASCA Model <i>review</i> TEA Model <i>review</i>	Requirements for certification Review School Culture & Leadership- <i>review</i> Community resources & referrals New TEA Model FINAL EXAM	*Yearly Guidance Calendar    *Final Exam	7

**GRADING CRITERIA:**

<b><i>Task/Assignment</i></b>	<b><i>% of Grade</i></b>
*Attendance, Participation, & Attitude <i>(*missing initial/first class will result in grade point reduction)</i>	10%
Homework (weekly assignments due)	20%
Presentation	10%
Journal Article Critique	10%
4-year Plan	10%
Midterm Exam	20%
Final Exam	20%
Total	100%

#### Graduate

92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	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 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](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](http://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](mailto:library@Amberton.edu).

STATEMENT OF UNDERSTANDING  
*CSL 6779 Counseling in Schools*

I have received a copy and explanation of the course syllabus and grading policy, and I understand how grades will be determined. I have read and understand all of the sub-sections in the section entitled, *Course Policies, Course Competencies, and Course Methodologies*. I have been given an opportunity to ask questions and receive clarification of any received ambiguity.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please return signed copy to your instructor.