

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

**CSL6779.E1 Counseling in Schools**  
**WINTER 2018**

**PROFESSOR INFORMATION:**

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**COURSE INFORMATION:**

CSL6779.E1 Counseling in Schools  
Level: Graduate  
Beginning Date of Session: Saturday, December 2, 2017  
Ending Date of Session: Thursday, February 22, 2018

**Holiday Break: Tuesday, December 19, 2017 through Monday, January 1, 2018**  
**Student access available to the Student Portal: Saturday, December 2, 2017.**

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

**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: 9781305087279

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. 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 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.

#### **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.

#### **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:**

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

#### ***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.

Students will post responses to discussion questions, take tests online. Please be sure that arrangements are made to take the exams during the testing window. Students will need 120-130 minutes of uninterrupted time to complete the tests.

#### **Students will be responsible for a group project as follows:**

Accountability Guidance Lesson Project done in a group of three or four.

Review data from their campus, TAKS, discipline, attendance, achievement, anecdotal observations and write a guidance lesson as an intervention to a problem area for improvement.

Student will include how to collect and report data documenting what data will be used, process, perception, and outcome data.

Integrating the collected data and a TEKS learning objective, correlated with ASCA Mindsets and Objectives will be identified and documented.

The student will plan and document a lesson that includes one of the several areas of the Texas Developmental Guidance Plan and ASCA guidance curriculum, for learning objectives and pre-posttest items.

The following will be required for the project:

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

1. How and when the data was collected. Reason for project topic includes school data. Student will include how to collect and report data documenting what data will be used, process, perception, and outcome data.
2. Narrative including peer review journal articles, references, and works cited, supporting the need for the lesson, topic, or age-group.
3. The TEKS objective and ASCA Mindsets and Behaviors addressed including grade level and area of the guidance program to be addressed supporting the need for the lesson through the collected data
4. Lesson (please be descriptive, a professional school counselor should be able to teach your prepared lesson and follow other directives)
5. Also included is the data collection process and reporting method for pre- and post- testing procedures.

This is meant to be a group project. Recommended is a group of four for the following areas; data collector, narrative writer, lesson writer, pre-posttest writer. If a group of three is made when the lesson and pre-posttest will be written by the same member.

#### **The following activities will be required, done individually.**

##### Personal Graduation Plan Project

Student will select 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.

##### Temperament and Leadership

Student will take a temperament assessment tool. Using the results of that tool and supporting documents, student will design appropriate first year school counselor activities that demonstrate leadership team capabilities.

#### **COURSE OUTLINE AND CALENDAR:**

Week	Topics	Assignment	Readings	Competencies
1	1 New Vision of 21st-Century School Counseling  A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools (TCDGCP)	Use Discussion Board for Introduction and Begin selecting an occupation for the Personal Graduation Plan and group members for the Data Driven Guidance Lesson project	The Transformed School Counselor (TTSC) Chapter 1 New Vision of 21st-Century School Counseling  American School Counselor Association (ASCA) Model pg. vii-xiv & Appendix A pg 128-133 & Appendix  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	1,2
2	School Counselors as Leaders		TTSC Chapter 4 School Counselors as Leaders ASCA Model Themes pg. 1-4 & 11-13 TCDGCP pg. 27-32	3,5,11
3	School Counselors as Advocates	Leadership Activity Due by 11:55 pm January 5th	TTSC Chapter 5 School Counselors as Advocates ASCA Model Themes pg. 4-6 & 14-16 & 19-20	8,11
4		Exam One The exam will be available from 6:00 am (CST) January 8th until 11:55 pm (CST) January 13th Covering chapters 1, 3, 4, & 5		
5	Implementing the ASCA Model	Personal Graduation	TTSC Chapter 7 Implementing the ASCA Model	10,14,15

	<p>ASCA Model Delivery System</p> <p>Accountability and Data-Driven Decision-Making</p>	<p>Plan due January 19<sup>th</sup> 11:55pm</p>	<p>ASCA Model Delivery System pg. 83-90 TCDGCP pg. 49-76</p> <p>TTSC Chapter 8 Accountability and Data-Driven Decision-Making</p> <p>ASCA Model Accountability pg. 99-119 TCDGCP pg. 77-112</p>	<p>13,16</p>
6	<p>Working with Special Needs Students</p> <p>Creating a Safe, Supportive and Respectful School Culture and Environment</p>		<p>TTSC Chapter 10 Working with Special Needs Students ASCA Model pg. 73-74</p> <p>TTSC Chapter 11 Creating a Safe, Supportive and Respectful School Culture and Environment ASCA Model Foundation pg. 32-39</p>	<p>5,7</p>
7		<p>Exam Two The exam will be available from 6:00 am (CST) January 29<sup>th</sup> until 11:55 pm (CST) February 3<sup>rd</sup> Covering chapters 7, 8, 10, 11</p>		
8	<p>School Counselors as Consultants</p> <p>School Counselors as Coordinators, Collaborators and Managers of Resources</p>	<p>Data Driven Guidance Lesson Due by 11:55 pm (CST) February 9<sup>th</sup></p>	<p>TTSC Chapter 12 School Counselors as Consultants</p> <p>ASCA Model Themes pg 6-8</p> <p>TCDGCP pg 33-47</p> <p>TTSC Chapter 13 School Counselors as Coordinators, Collaborators and Managers of Resources</p> <p>ASCA Model Themes pg. 17-18 &amp; pg. 41-72</p>	<p>9,10,12</p>

9	<p>Preparing All Students to Become Career and College Ready</p> <p>Transitioning into the Field of School Counseling</p>		<p>TTSC Chapter 14 Preparing All Students to Become Career and College Ready</p> <p>ASCA Delivery pg. 93-98</p> <p>TDCGCP College and Career Readiness Element</p> <p>TTSC Chapter 15 Transitioning into the Field of School Counseling</p> <p>ASCA Model Management pg. 75-81 &amp; 91-92 &amp; Appendix C pg.135-136 &amp; Appendix H pg. 148-159</p> <p>TDCGCP pg. 93-98</p>	2,4,6
10	Final Exam	<p>Final Exam</p> <p>The exam will be available from 6:00 am (CST) February 12th until 11:55 pm (CST) February 19th</p> <p>Covering chapters 12, 13, 14, &amp; 15</p>		

**GRADING CRITERIA:**

- 10% Leadership Activity
- 15% 4-year plan
- 15% 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 University 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 DELIVERY METHODOLOGY:**

This course is offered as a distance-learning course through the Moodle Learning Platform. 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:**

#### ***Through the Amberton University Student Portal***

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University's main page (<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 to enter the AU Student Portal:

**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, email account, Discussion Forum, Chat Room, Remote Research, General Tools, all Syllabi, Research 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

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or 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.

### ***Through the Amberton University Moodle Website***

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course 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 University 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 COMMUNICATIONS:**

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system ([my.Amberton.edu](mailto: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 account. 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>

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

Upon completion of a session, all communication and course specific information is removed from the Moodle system. 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.

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

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. 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 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/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.

**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 Library or email their questions to [library@Amberton.edu](mailto:library@Amberton.edu).

**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)