

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

**CSL6779.E1 Counseling in Schools**  
**WINTER 2019**

**PROFESSOR INFORMATION:**

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**COURSE INFORMATION:**

CSL6779.E1 Counseling in Schools

Level: Graduate

Beginning Date of Session: Saturday, December 8, 2018

Ending Date of Session: Thursday, February 28, 2019

**Student access available to the Student Portal: Saturday, December 8, 2018.**

**Winter Holiday Break:**

Friday, December 21, 2018 through Friday, January 4, 2019

(Classes resume on Saturday, January 5, 2019)

*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., & 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: The Texas Model for Comprehensive School Counseling Programs  
Author: Texas Education Agency  
Publisher: Texas Counseling Association  
Year Published: 2017  
Edition: 5<sup>th</sup> edition  
ISBN: 13: 9781732000308  
Price: \$50.00 (\$3 shipping, \$4.37 tax), Available on the Texas Counseling Association website (<https://www.txca.org/Mall/StoreHome.asp?MODE=VIEW&STID=1&LID=0&PRODID=30>). Please note that shipping may take up to 10 business days from date of purchase. This is a new edition, as the 4<sup>th</sup> edition is available in electronic form, this edition is not.

*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: 9781138681880

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.

### **APA Requirement**

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 6<sup>th</sup> edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (6<sup>th</sup> ed., 2<sup>nd</sup> printing). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

### **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." For those students completing the 42 credit hour degree program, the field work experience will require 160 actual clock hours and be required during CSL6829 and CSL6855. For those students completing the 45 credit hour degree program, the field work experience will require 160 actual clock hours and be required during CSL6829, CSL6855 and CSL6857. 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. (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. (Week 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 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). (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 integration 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/Project)
14. Integrating national and state models into guidance curriculum development. (Week 9 Readings & Assignments/Project)
15. Accessing national and state legislation related to school counselor job description. (Week 8 Readings & Assignments)
16. Articulating methods of school counselor accountability. (Week 8 Readings & Assignments)
17. Analyzing programs designed to develop college/career readiness. (Weeks 6 & 9 Readings & Assignments/Project)

**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 OUTLINE AND CALENDAR:**

<u>Week</u>	<u>Reading</u>	<u>Activities/Lectures</u>	<u>Due</u>	<u>Competencies</u>
Week 1 12/8/18	Stone & Dahir: Chapters 1 <i>Working in Today's Schools &amp; 3 Counseling Practice in</i>	Welcome & Introductions-school culture, syllabus, assignments, and outline History of counseling	* Assigned Reading *Complete googleform survey on Moodle *Sign up for phone	1, 2

	Schools		conference with Dr. Test	
Week 2 12/15/18	Stone & Dahir Chapters 6 <i>Legal &amp; Ethical Issues for School Counselors</i> & 7 <i>Implementing the ASCA National Model</i>  TEA Model	ASCA Model Four Components of Guidance Child Abuse Reporting S&D 6-TEA Chap 33, ACA, ASCA  **Winter holiday 12/21-1/4/19**	*Request to see counselor form *Teacher/admin form *icebreaker activity/discussion *District Counseling Mission Statement	3, 8, 14
Week 3 1/5/19	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  **TEA Model Assessment opens, due by end of week 9 (2/23/19)**	*Needs assessment *Monthly schedule *Daily log template	3, 5
Week 4 1/12/19	Stone & Dahir Chapters 5 <i>School Counselors as Advocates</i> & 10 <i>Working with Special Needs Students</i>	Individual Planning Dating Violence	*Campus crisis plan *Advisory Committee roles *Schedule *Plan schoolwide event	5, 7
Week 5 1/19/19	Stone & Dahir Chapters 12 <i>School Counselors as Consultants</i> & 13 <i>School Counselors as Coordinators, Collaborators, and Managers of Resources</i>	Guidance Curricula McKinney Vento Act/Homeless  MIDTERM EXAM content: Stone & Dahir Chapters 1, 3, 5, 6, 7, 10, 11	*MIDTERM EXAM	9, 10, 12
Week 6 1/26/19	Stone & Dahir Chapters 4 <i>School Counselors as Leaders</i> & 8  ASCA Model review	System Support Accountability/MEASURE	*Personal Graduation Plan Due	11, 13, 17
Week 7 2/2/19	Stone & Dahir Chapter 2 <i>Counseling Theory in Schools</i>	Overview of Theories Brief Solution-Focused Counseling  **National School Counseling Week 2/4-2/8**	*Gysbers ASCA podcast	4, 11

Week 8 2/9/19	Stone & Dahir Chapters 8 <i>Accountability</i> (review)  ASCA Model	Accountability Program Evaluation  <i>**Random Acts of Kindness Week 2/10-2/16**</i>	*Accountability goal *Subscribe to TEA listserv *Elected state representative information *Quiz on SC exam review (participation grade only)	15, 16
Week 9 2/16/19	Stone & Dahir Chapters 5 <i>Advocates</i> review, 13 review, & 14 All Students College & Career Ready  TEA Model <i>College &amp; Career</i>	Materials & Resources Counselor Competences (Leadership, Advocacy, Consultation)  <i>*TEA Model Assessment Due*</i>	*List of free resources *Evaluate a campus guidance program using the ASCA standards *Data Driven Guidance Plan Due	2, 4, 6, 14, 17
Week 10 2/23/19  <i>Last day of term 2/28/19</i>	Stone & Dahir review ASCA Model review TEA Model review	Requirements for certification Review School Culture & Leadership-review Community resources & referrals FINAL EXAM content: Stone & Dahir	*Yearly Guidance Calendar *FINAL EXAM	7

#### GRADING CRITERIA:

<b>Task/Assignment</b>	<b>% of Grade</b>
Participation & Professionalism	5%
Homework (weekly assignments due)	15%
TEA Model Assessment	10%
Personal Graduation Plan Project	20%
Data Driven Guidance Project	20%
Midterm Exam	15%
Final Exam	15%
Total	100%

#### 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, 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](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.

### **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](mailto: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.

#### **INSTRUCTOR/COURSE EVALUATION:**

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. 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. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

#### **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 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)