

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

CSL6779.E1 Counseling in Schools
Winter 2020

PROFESSOR INFORMATION:

Name: Donna Hickman, PhD, LPC, CSC
Phone Number: 972-279-6511 ext. 130
Email Address: dhickman@Amberton.edu

COURSE INFORMATION:

CSL6779.E1 Counseling in Schools
Level: Graduate
Beginning Date of Session: Saturday, December 5, 2020
Ending Date of Session: Thursday, February 25, 2020

Student access available to the Student Portal: Saturday, December 5, 2020

Winter Holiday Break:
Friday, December 18th, 2020 through Friday, January 1st, 2021
(Classes resume on Saturday, January 2nd, 2021)

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: 10: 1305087275 or 13:9781305087279
Price: Available at <http://amberton.ecampus.com>

Title: The ASCA National Model: A Framework for School Counseling Programs
Author: American School Counselor Association
Publisher: American School Counselor Association
Year Published: 2019
Edition: 4th
ISBN: 10: 1929289596 or 13:9781929289592
Price: Available at <http://amberton.ecampus.com>

Title: The Texas Model for Comprehensive School Counseling Programs
Author: Texas Counseling Association
Publisher: Texas Counseling Association
Year Published: 2018
Edition: 5th
ISBN: 13: 9781732000308
(download from: https://tea.texas.gov/sites/default/files/Pub_2018_Texas-Model_5th-Edition.pdf)
Price: Available at <http://amberton.ecampus.com>

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.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, 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*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE

Beginning Fall 2019, there will be three practicums: CSL6870, CSL6875, AND CSL6880. The TExES (Texas Examination of Educator Standards) must be passed before enrolling in CSL6870. The TExES application form and practice tests are located in the TExES Review Course in Moodle. The Application and Contract are required at the first meeting of CSL6870 Practicum I and are in the Review Course. Effective September 1, 2019, the Master of Arts School Counseling degree will be a forty-eight (48) hour degree program for students entering the program.

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:

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| 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. |
| 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. |
| 3. Demonstrating how to assess the needs of students in a school and plan a proactive program that reflects student needs. |
| 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). |
| 5. Understanding the use of prevention approaches and intervention strategies to address student concerns. |
| 6. Guiding students to develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving. |

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| 7. Discussing effective referral procedures to facilitate the use of special programs and services. |
| 8. Explaining strategies for effective internal and external communication. |
| 9. Illustrating consultant and/or coordinator roles of school counselors. |
| 10. Demonstrating how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum. |
| 11. Demonstrating personal assessment of leadership aptitudes and capabilities for school counselor on the academic leadership team. |
| 12. Demonstrating knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students. |
| 13. Applying school data to guidance curriculum development. |
| 14. Integrating national and state models into guidance curriculum development. |
| 15. Accessing national and state legislation related to school counselor job description. |
| 16. Articulating methods of school counselor accountability. |
| 17. Analyzing programs designed to develop college/career readiness. |

COURSE POLICIES:

Testing: All testing will be completed online. Tests are timed and students are provided with immediate feedback. If you have a documented need for testing accommodations, please contact the professor.

Late work: No late work will be accepted in this course. Please contact the professor if you have any questions or concerns about due dates.

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.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student’s responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student’s responsibility to follow the university’s policy on formally withdrawing from a course. Ceasing to attend classes **does not** constitute an official withdrawal.

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. Attendance in a distance learning course is defined as active participation in the weekly online class sessions. “Active participation” can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be dropped at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is using another person’s work as your own. Plagiarism is a violation of the University’s code of student ethical conduct and is one that is taken seriously. Amberton University operated on an honor system, and honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton University students are expected to abide by the honor system and maintain academic integrity in all of their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based anti-plagiarism services and applications at any time.

COURSE OUTLINE AND CALENDAR:

| Week | Topic | Assignment | Competencies Covered | Due Date |
|------|--|--|----------------------|---|
| 1 | A new vision of 21 st -century school counseling School counselors | Readings: TTSC: Chapter 1 ASCA position | 1, 2 | Post introduction in Moodle by 12/9 Complete Student Information Google |

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|---|--|---|-----------------------|--|
| | <p>as leaders</p> <p>School counselors as advocates</p> | <p>statements: Academic Development; Credentialing and Licensure; School Counseling Preparation Program</p> <p>ASCA model: Preface, Introduction, Executive Summary; Appendices A & B</p> <p>Texas Model: Sections I & II</p> | | Form by 12/9 |
| 2 | <p>Leadership in an administrative team</p> <p>Implementing the ASCA model</p> | <p>Readings:</p> <p>TTSC: Chapter 3 & 4</p> <p>ASCA position statements: High-Stakes Testing; Test Preparation Programs; Retention, Social Promotion, and Age-Appropriate Placement</p> | 3, 5, 11 | |
| 3 | School counselors as advocates | <p>Readings:</p> <p>TTSC: Chapter 5</p> | 8, 11 | Leadership Activity due 12/27 |
| 4 | Exam One | | | Exam One due 1/3 |
| 5 | <p>ASCA model delivery system</p> <p>Accountability and data-driven decision-making</p> <p>Working with special needs students</p> | <p>Readings:</p> <p>TTSC: Chapter 7 & 8</p> <p>ASCA Model: Section 1 & 4</p> <p>ASCA position statements: School Counseling Programs; Social/Emotional Development; Student Mental Health</p> <p>Texas Model: Section III & IV</p> | 8, 10, 11, 13, 14, 15 | Personal Graduation Plan due 1/10 |
| 6 | Working with | Readings: | 5, 7 | |

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|---|---|--|-----------|--|
| | <p>special needs students</p> <p>Creating a safe, supportive, and respectful school culture and environment</p> | <p>TTSC: Chapter 10 & 11</p> <p>ASCA model: Section 3</p> <p>ASCA position papers: Gifted and Talented Student Programs; Multi-tiered Symptoms of Support; Students With Disabilities; Character Education; Peer Support Programs; Promotion of Safe Schools Through Conflict Resolution and Bullying/Harassment Prevention; Safe Schools and Crisis Response</p> | | |
| 7 | | | | Exam Two due 1/24 |
| 8 | School counselors as consultants | <p>Readings:</p> <p>TTSC: Chapter 12 & 13</p> <p>ASCA model: Section 3</p> <p>ASCA position papers: Identification, Prevention, and Intervention of Behaviors That Are Harmful and Place Students At-Risk; School-Family-Community Partnerships; Use of Non-School-Counseling-Credentialed Personnel in Implementing Comprehensive School Counseling Programs; Use of Support Staff in School Counseling Programs</p> | 9, 10, 12 | Data Driven Guidance Lesson Plan due 1/31 |

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|----|--|---|---------|-------------------------------|
| | | Texas Model: Appendices (p. 155-181) | | |
| 9 | Preparing all students to become career and college ready Transitioning into the field of school counseling | Readings: TTSC: Chapter 14 & 15 ASCA position papers: Career Development, Individual Student Planning for Postsecondary Preparation, Student Postsecondary Recruitment Texas Model: Section V | 2, 4, 6 | |
| 10 | | | | Final Exam due 2/21 |

GRADING CRITERIA:

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|------------------------------------|-----|
| Leadership Activity | 10% |
| Graduation Plan | 15% |
| Accountability Project | 15% |
| Texas Model Comprehensive Activity | 15% |
| Exam One | 15% |
| Exam Two | 15% |
| Final Exam | 15% |

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

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). 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.

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).

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.

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