

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

**CSL6779.E1 Counseling in Schools**  
**Winter 2022**

**PROFESSOR INFORMATION:**

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**COURSE INFORMATION:**

CSL6779.E1 Counseling in Schools  
Level: Graduate  
Beginning Date of Session: Saturday, December 4, 2021  
Ending Date of Session: Thursday, February 24, 2022

**Student access available to the Student Portal: Saturday, December 4, 2021.**

**Winter Holiday Break:**

**Sunday, December 19<sup>th</sup>, 2021, through Sunday, January 2<sup>nd</sup>, 2022**  
**(Classes resume on Monday, January 3<sup>rd</sup>, 2022)**

*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: Carolyn Stone; Carol A. Dahirr  
Publisher: Cengage Learning  
Year Published: 2016  
Edition: 3rd  
ISBN: 10: 78130508727 or 13: 05087275  
Price: Available at <http://amberton.ecampus.com>

Title: The ASCA National Model: A Framework for School Counseling Program  
Author: American School Counseling Association  
Publisher: American School Counseling Association  
Year Published: 2019  
Edition: 4th  
ISBN: 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: 781732000308  
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](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.

## **LINKS TO COUNSELING HANDBOOKS**

### **MA in Professional Counseling**

<https://www.amberton.edu/media/Files/2020-2021%20Professional%20Counseling%20Handbook.pdf>

### **MA in Marriage and Family Therapy**

[https://www.amberton.edu/media/Files/2020-2021\\_MFT\\_Handbook.pdf](https://www.amberton.edu/media/Files/2020-2021_MFT_Handbook.pdf)

### **MA in School Counseling**

<https://www.amberton.edu/media/Files/2021-2022%20School%20Counselor%20Handbook.pdf>

## **APA Requirement**

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7<sup>th</sup> 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*, (7<sup>th</sup> 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:**

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.
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:**

Late work will receive a 2-point per day deduction in grade. I will do whatever it takes to support you in your growth this semester. If there are events or life challenges that come into your path that would cause a late assignment, please contact me BEFORE the due date. My goal is that the assignments that you will complete will serve to grow your skills in these areas. I would rather students request an extension so that they might benefit from the learning process rather than checking assignment boxes. Please keep me informed, I value communication greatly. This type of communication is also supporting your growth as a school counselor.

#### ***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 the presentation of someone else's work 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. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, 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 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.

Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to TurnItIn.com for the detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism in such papers. Use of TurnItIn.com service is subject to the Usage Policy posted on the TurnItIn.com site.

**COURSE OUTLINE AND CALENDAR:**

Week	Topic	Assignment	Competencies Covered	Due Date
<b>Week 1</b> Dec. 05- 11	21st Century School Counseling School Counselors as Leaders & Advocates	Read TTSC: Chapter 1  ASCA Position Statements ASCA Model Preface, Intro, Exec. Summary & Appendices A & B  TEXAS Model Sections I & II	1, 2	Post on Intro Forum & Submit Student Information Form on Moodle by: Dec. 10
<b>Week 2</b> Dec. 12-18  Virtual Meeting: Dec. 18	Leadership in Administrative Team Implementing the ASCA Model	TTSCC: Chapters 3 & 4  ASCA Position Statements: High Stakes Testing; Test Prep Programs, Retention, Social Promotion, & Age-Appropriate Placement	5, 11	Zoom Meeting Saturday, Dec. 18 @ 9 a.m. Invitation on Moodle in announcements
<b>HOLIDAY BREAK</b> Dec.19, 2021-Jan. 03, 2022				
<b>Week 3</b> Jan. 02- 8 Class Meeting: Jan. 08	School Counselors as Advocates	Read: TTSC: Chapter 5	8,11	Zoom Meeting Saturday, Jan. 08 @ 9 a.m.  Invitation on Moodle in announcements  Leadership Activity DUE: Jan. 08
<b>Week 4</b> Jan. 09- 15	Exam One		Exam One Due: Jan. 15	
<b>Week 5</b> Jan. 16-22	ASCA Model Delivery system Accountability &	Read: TTSC Chapters 7 & 8	8,10, 11, 13, 14, 15	Zoom Meeting Saturday, Jan. 22 @ 9 a.m. Invitation

<p>Class Meeting: Jan. 22</p>	<p>data-driven decision-making Working with special needs students</p>	<p>ASCA Model Section 1 &amp; 4  ASCA Position Statements: School Counseling Programs; Social/Emotional Development; Student Mental Health TEXAS Model: Section III &amp; IV</p>		<p>on Moodle</p>
<p><b>Week 6</b> Jan. 23-29</p>	<p>Working with Special Needs Students</p>	<p>Read TTSC: Chapter 10 &amp; 11  ASCA Model: Section 3 ASCA position papers: Gifted &amp; Talented Student Programs, MTSS, Students with Disabilities, Character Education, Peer Support Programs, Promotion of Safe Schools thru Conflict Resolution, Safe Schools &amp; Crisis Response</p>	<p>2, 3, 5, 7, 8, 12</p>	<p>Texas Model Comp. Activity Due: Jan. 29</p>
<p><b>Week 7</b> Jan. 30- Feb. 05  Class Meeting: Feb. 05</p>	<p>School Counselors as Consultants</p>	<p>Read: TTSC Chapters 12 &amp; 13 ASCA Model Section 3 ASCA position papers: Identification, Prevention, &amp; Intervention of Behaviors -Harmful /Students at Risk, School-Family Community Partnerships: Use of non-school credentialed personnel in school counseling programs, use of support staff in school counseling programs  TEXAS Model:</p>	<p>3, 5, 7, 12,</p>	<p>Classroom Guidance Lesson Plan DUE: Feb. 05  Zoom Meeting Saturday, Feb. 05@ 9 a.m. Invitation on Moodle</p>

		Appendices (p. 155-181)		
<b>Week 8</b> Feb. 06-12	Exam Two			Exam Two DUE: Feb. 12
<b>Week 9</b> Feb. 13-19  Class Meeting: Feb. 19	Preparing all students to be career & college ready Transitioning into field of school counseling	Read: TTSC Chapters 14 & 15  ASCA position papers: Career Development, Planning for postsecondary education & recruitment  TEXAS Model: Section V	3,8,14,15	Zoom Meeting Saturday, Feb. 19 @ 9 a.m. Invitation on Moodle in announcements
Week 10 Feb. 20- 24	Final Exam			Final Exam DUE: Feb. 21

**GRADING CRITERIA:**

**GRADING CRITERIA:**

Leadership Activity	15%
Classroom Guidance Lesson Plan	15%
Texas Model Comp. Activity	10%
Exam One	20%
Exam Two	20%
Final Exam	20%
<b>Total:</b>	<b>100%</b>

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)).

**RESEARCH RESOURCES:**

The library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the library staff. Students with questions about available services, resources, or research, may contact the library via email at [Library@amberton.edu](mailto:Library@amberton.edu).

**RESEARCH ACCESS:**

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site ([Amberton.edu](http://Amberton.edu)) or the library site ([Library.amberton.edu](http://Library.amberton.edu)) to find links to databased and digital books. Online resources are available all day, every day.

***Library Live Chat Feature***

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 136, 137, or 138. You can email questions to [library@amberton.edu](mailto:library@amberton.edu) or visit the library in person on the Garland campus for assistance.