SYLLABUS
COUN: 514 ≈SCHOOL COUNSELING AND DEVELOPMENT

Fall 2012
3 Semester Hours

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CATALOG DESCRIPTION OF THE COURSE

As the foundation course for those planning to enter school counseling, this course covers organization, planning, management, and evaluation of comprehensive school counseling programs; appropriate roles and functions of school counselors at various school levels, coordination of professional services; and professional issues such as ethics and associations as they specifically relate to school counseling are included. Recommended for non-counselor educational professionals as well as counselors. Prerequisites: COUN 501 and 510 or consent of instructor.

GENERAL COURSE INFORMATION

This course is required of all students seeking master’s degrees with the school counseling focus and of all students seeking school counselor certification in Texas.

COURSE OBJECTIVES include, but are not limited to, the following:

The student will demonstrate understanding of:

1. history, philosophy, and current trends in school counseling and educational systems;
2. relationship of the school counseling program to the academic and student services program in the school;
3. role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
4. strategies of leadership designed to enhance the learning environment of schools;
5. knowledge of the school setting, environment, and pre-K—12 curriculum;
6. current issues, policies, laws, and legislation relevant to school counseling;
7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
8. knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development;
9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and

10. ethical and legal considerations related specifically to the practice of school counseling (e.g., the ASCA Ethical Standards for School Counselors).

11. advocacy for all students and for effective school counseling programs;

12. coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students;

13. integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K--12 students in maximizing their academic, career, and personal/social development;

14. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate;

15. methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community;

16. methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs; and

17. knowledge of prevention and crisis intervention strategies.

18. use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes;

19. design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home;

20. implementation and evaluation of specific strategies that meet program goals and objectives;

21. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;

22. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;

23. strategies for seeking and securing alternative funding for program expansion; and

24. use of technology in the design, implementation, monitoring and evaluation of a comprehensive school
counseling program.

25. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development;

26. approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs;

27. developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

28. constructive partnerships with parents, guardians, families, and communities in order to promote each student’s academic, career, and personal/social success;

29. systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system;

30. stages and major models of consultation

31. consultation strategies to promote, develop, and enhance effective teamwork within the school and larger community; including an exploration of the stages of consultation and the major models of consultation;

32. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;

33. consultation strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and

34. knowledge and skills in conducting programs that are designed to enhance students’ academic, social, emotional, career, and other developmental needs.

CONTENT AREAS include, but are not limited to, the following:

I. Foundations of School Counseling
   A. Definitions and Philosophy Related to School Counseling
   B. Relationship of School Counseling Program to Academic and Student Services Programs
   C. Integrating the School Counseling Program into the Total School Curriculum
   D. Historical Development of the School Counseling Profession
   E. Current Trends and Issues Affecting School Counseling and Educational Systems
   F. The School Counseling Setting, Environment, and Curriculum
G. Opportunities and Barriers Affecting Student Success and Development

H. Legal Issues Relevant to School Counseling

I. Ethical Issues Related to School Counseling

J. Collaboration & Team Building: Parents, Non-counselor School Personnel, Outside Resources

II. Essential Services in a School Counseling Program

A. Advocacy

B. Counseling

C. Classroom Guidance (Group guidance)

D. Consultation

E. Information Service

F. Assessment

G. Placement

H. Educational Planning and Career Development

I. Coordination

J. Funding Essential Services

III. The Comprehensive Developmental School Counseling Program

A. Systems Theories in Relation to a Comprehensive Developmental School Counseling Program

B. Leadership Strategies to Promote a Comprehensive Developmental School Counseling Program

C. Models for a Comprehensive Developmental School Counseling Program

D. Program Development Cycle (Texas Model)

1. Organizing for Change

2. Planning the Program

3. Designing the Program

4. Implementing the Program
5. Evaluating the Program

E. Evaluation of Individual Counselors

METHOD OF INSTRUCTION

Reading, discussion, field experience

COURSE REQUIREMENTS (ASSIGNMENTS)

- Weekly discussion board postings on field assignments
- 2 Article reviews
- Counselor, Principal, or teacher informal interview
- Model comparison TSCA and ASCA
- Guidance lesson
- SBEC online review quiz
- Midterm (right from review)
- Final Exam (right from review)
- Counseling Program Design Program Calendar (mock)
- Overview of how to do one educational task (graduation plans, RtI, career day…)

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

- Weekly discussion (share in discussion, co-lead one discussion)
- Weekly assignments
- Midterm (from review)
- Final (from review)

REQUIRED TEXT(S) AND/OR READING(S)


ASCA (2003). The ASCA national model: a framework for school counseling programs

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:


TExES COMPETENCIES THAT RELATE TO THIS COURSE (*TExES is the state examination required for school counselor certification.*)

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management)

The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

Competency 005 (Developmental Guidance Program)
The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

ATTENDANCE

The student is expected to participate regularly on discussion boards. University guidelines regarding attendance policy will be followed.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
http://web.tamu-commerce.edu/studentLife/campusServices/studentDisabilityResourcesAndServices/default.aspx

Contacts:
Leigh Ann Powell - Coordinator - Leigh_Powell@TAMU-Commerce.edu - (903) 886-5835
Phyllis Fink - Administrative Assistant II - Phyllis_Fink@TAMU-Commerce.edu - (903) 886-5150

CONDUCT AND ACADEMIC HONESTY

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct) “Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work.” (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

UNIVERSITY CLOSING DUE TO WEATHER

Online class will resume no matter the weather outside.

Check http://www.tamu-commerce.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

DETAILED DESCRIPTION OF ASSIGNMENTS AND EXAMS:

Weekly Discussion Question Criteria:

Discussion questions are opinions, not research and cited responses. This is meant to generate discussion that would occur if we met in person. Share your thoughts and opinions. Be polite and kind to each other, it is good to hear all opinions – especially those that are not like our own. This allows us to stretch ourselves, for there is truth in all we share.

I will post one discussion question each week. My questions will be outside the reading topics. In addition, a second discussion question will be posted by one (sometimes two) of you each week. Basically that means each person will be assigned a certain week to post one discussion question about that week’s reading. The question must be posted in the discussion area by no later than Wednesday of that week. We are all adults and can define what makes a good question and what does not. The student(s) who post(s) the question is also responsible for 3 additional comments on other students’ posts. The five extra points for leading the discussion will be: 2 points for the posted question (on time) and 3 more points for additional comments. If no question is posted you forfeit all 10 points for the week. That is the five for regular participation and the 5 points (extra points) for leading you were assigned to do.

In addition to being responsible for posting just one question one time all semester… EACH WEEK everyone will be required to post 1 response to each question (my question and one fellow student’s questions) (that makes for a total of 2 responses).
See announcement for a list of discussion leaders for each week.

**2 Journal articles. DUE 2/1/2013 @ 11:59 p.m.**

Find 2 peer reviewed journal articles on school counselor identity or role. These can be from any perspective (principal or counselor or teacher). Summarize articles in no more than one page (one paragraph is great). Must include APA style citation of the article and be written in APA format. Include a viable link to the article or upload a copy of the article itself.

Turn it into the dropbox under week 3.

2 points correct APA citation

2 points copy of article or viable link

3 points grammar and spelling

1 point for summary not being over 1 page

2 points article is on assigned topic

20 points (10 points per article)

**Brief Interview - DUE 2/8/2013 @ 11:59 p.m.**

*Choose either a teacher or a principal to ask a few questions about what they know/think about a school counselor’s role on campus.* There are 5 questions and some intake questions about your interviewee. This should take about 15 minutes to complete. Meet in person or email the questions to them. I provided the questions to ask the teacher or a principal in the doc sharing tab. Turn in completed questionnaire. Turn in their answers along with a paragraph or two about what surprised you (if anything) and your thoughts about the interview.

Upload to Doc Sharing and in box.

3 points for principal or teacher’s personal information being filled out.

10 points for questions being answered (2 pts each, yes credit is given for “I don’t know answers”)

3 points for Appropriate person was interviewed (teacher or principal)

4 points for your thoughts

20 points

**SBEC quiz - DUE 2/22/2013 @ 11:59 p.m.**

The questions are taken directly (word for word) from the ‘sample items’ at the SBEC site. BE SURE to notice
what follows the last question in the SBEC ‘sample items’ (hint!). Sample items are on page 21 of the review book. Book found at link listed here:


10 random questions from the 37 sample items.

3 points each.

30 points

**Compare/contrast & what you like - DUE 3/23/2013 @ 11:59 p.m.**

Compare and contrast ASCA’s model and TSCA’s model. Please explain briefly a minimum of 5 similarities and a minimum of 5 differences between the two models. Be sure to include the differences in opinion concerning counseling therapy between the two models. Also write a couple sentences about what you like about each model. Assignment must be a minimum of one page, maximum of three pages, double spaced.

Upload to Doc Sharing and in box.

7 points for listing minimum of 5 similarities

7 points for listing minimum of 5 differences

3 points what you like about ASCA model

3 points what you like about TSCA model

20 points.

**MIDTERM**

Covers material from weeks 1-7

A selection of the chapter study guide questions will be on the test.

- feel free to discuss study guide questions in the student lounge.

- If you have consulted with fellow students in the lounge and everyone is stuck, I will chime in the discussion with some information.

Midterm is open books & open notes.

The midterm will be open from Thursday 12:00 a.m. through Sunday 11:59 p.m.

Once you enter the test you must finish it at that time, so plan accordingly. Be aware of computer systems that lock you out for inactivity, such as thinking too long!!
Guidance Lesson - DUE 4/13/2013 @ 11:59 p.m.

Make up a guidance lesson, or find one out in the world that addresses one of the 7 strands or on graduation requirements or career topics. The catch is that in the lesson you must list what TEKS are addressed in the lesson. The TEA web site is listed in the webliography tab. If you have never been to the TEA website in search of TEKS, enter it in the search window, or ‘Google’ them. The lesson must somehow meld with the academic class in which you will be presenting the lesson. A sample has been uploaded in the document sharing tab. A template is also provided to guide you, also in the document sharing tab and in the discussion room.

You must state which strand the lesson is geared toward, what age level (grade) is addressed, what academic class (health, social studies, math, English, art) this will be taught in. The sky is the limit, create away. Assume all that your plans can be done, that there are no barriers. It might be a good idea to think about the grade level you are currently teaching and think about how to add guidance lesson to it.

You are encouraged to download and keep every one’s sample guidance lesson.

Upload to Doc Sharing and in box.

1 point for listing strand

1 point for listing class that the guidance lesson will be taught in

1 point for listing grade level

4 points for being a guidance lesson and not an academic lesson

5 points for melding with an academic class

5 points for listing TEKS covered

20 points

Pick one... graduation plans (4 year plans), RtI, 504, career day plans... DUE 4/20/2013 @ 11:59 p.m.

Meet with a school counselor and ask about how they are involved in one of the above topics (or one of your choice that I approve). Ask about forms and processes that are available. Ask how they make it happen. Report back to the class with a one or two page summary and maybe supply a form that they use.

Upload to Doc Sharing and in box.

2 points for district name.

2 points for listing what topic you chose
Design Program/yr calendar. DUE 4/26/2013 @ 11:59 p.m.

This is a concept assignment. This is meant to look at the whole forest (school), not just the individual trees (students)! Imagine yourself in your first job and you are ready to begin. You need a plan! So you meet with the principal and come up with a topic/area/need to work on (graduation rates, attendance, school atmosphere/safety, tardies, parent involvement, achievement gap...). Decide (as in just pick what you want for this assignment – make it up) what grade level you will be working with and what topic/school need you will address. Focus all model components of the counseling program on impacting that goal.

What is your vision, what will you do, when will you do it? Put the specifics down on paper divided by the months August - May. In August you will do what, in September, in October, In November. What groups, what guidance lessons, what outside community programs, what school wide events, what parent education programs…. Just make a plan!

Get your stakeholders involved. Think of this as Utopia, no barriers and total cooperation! I am not asking for every detail, I am not asking for how you will recruit group members or for specific group outlines, just what groups you would have and when. What about parent education? Consulting time needs to be built in, otherwise you won’t have time. How often do you plan on meeting with teachers/parents/admin? Also look back at ch. 5 and all the roles you would take on (consult, coordinate, counseling) and work that into the yearly plan. Post questions to each other for ideas in the student lounge and share ideas or pointers.

See the TIPS to yearly schedule in the Doc Sharing titled ‘wk 13 Program Plan’ for help getting started. Also use all relevant assignments that we have generated this semester. For example if a fellow student shared a group plan for study skills and that will work in your plan, go ahead and list it! School counselors must consult, otherwise we are all continually reinventing the wheel!

Because this is made up, you can create the best possible scenario type of plan.

If you don’t have a plan as a school counselor, you will more often be used to do non counseling duties.

Upload to Doc Sharing and in box.

2 points stating what school wide campus need will be addressed

2 points for stating what level (elementary, middle school, and high school)
4 points for all components of counseling program used

10 points for having it broken into monthly sections, with months full of various guidance components dedicated to the topic. And other duties stated as well (testing, RtI, meetings)

2 points for groups that address this topic

2 points for time for consulting built in each month.

3 points parent education on this topic

10 points for guidance lessons that address this topic. How many will you have to do for each lesson, what class, and the topic.

5 points for using stake holders and community resources

10 points for showing program balance. (Time spent in each of the components).

50 points

Final

Covers material from weeks 8-14

Ditto what was said above for midterm. But this time I suspect you will be less anxiety stricken, having seen the exact correlation between the previous study questions and the previous test.

Open notes, open book – open from Monday, 4/29/2013 @ 12:00a.m. through Friday, 5/3/2013 @ 11:59 p.m.

50 questions, 1 pt each.

50 points

POINTS POSSIBLE

<table>
<thead>
<tr>
<th>assignment</th>
<th>points</th>
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<tr>
<td>journal articles</td>
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<tr>
<td>interview principal or teacher or SC</td>
<td>20</td>
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<tr>
<td>SBEC quiz</td>
<td>30</td>
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<tr>
<td>compare/contrast TSCA and ASCA model</td>
<td>20</td>
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<tr>
<td>MIDTERM</td>
<td>50</td>
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<td>Guidance Lesson</td>
<td>20</td>
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<td>grad plan, RtI, 504</td>
<td>25</td>
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<td>design program/yr calendar</td>
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<td>FINAL</td>
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<td>Weekly Discussions</td>
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<td>Posted discussion question</td>
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## SYLLABUS
### COUN: 514 ≈SCHOOL COUNSELING AND DEVELOPMENT

<table>
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<tr>
<th>Total Points Possible</th>
<th>360</th>
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- **A**=324 pts minimum
- **B**=288 pts minimum
- **C**=252 pts minimum
- **D**=216 pts minimum

**Off for week of Thanksgiving!**

### SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
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| 1    | ~ Class Text ch. 1  
  ~ Lecture  
  ~ TSCA guide pp.29-44  
  ~ ASCA guide pp. 4-19  
  ~ youtube video | ~ Read through the syllabus and acquaint yourself with the website.  
  ~ Weekly discussions due 1/19/2013 @ 11:59 p.m. |
| 2    | ~ Text ch. 13  
  ~ Lecture  
  ~ TSCA guide pp. 3-22 & 45-47  
  ~ ASCA guide pp. 20-26 & 39-44  
  ~ youtube video | ~ Weekly discussions due 1/26/2013 @ 11:59 p.m. |
| 3    | ~Text ch.12 & Appendix  
  ~ Lecture  
  ~ Laws in TSCA guide  
  ~ ASCA guide pp. 142-149 | ~ 2 Journal articles. DUE 2/1/2013 @ 11:59 p.m.  
  ~ Weekly discussions due 2/2/2013 @ 11:59 p.m. |
| 4    | ~ Text ch. 2  
  ~ Lecture  
  ~ TSCA guide pp. 49-76  
  ~ ASCA guide pp. 102-107 | ~ Brief Interview - DUE 2/8/2013@ 11:59 p.m.  
  ~ Weekly discussions due 2/9/2013 @ 11:59 p.m. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Week of</th>
<th>Activities</th>
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| 5    | 2/11/2013 | ~ Text ch. 3  
~ Lecture  
~ SBEC/TExES  
~ Weekly discussions due 2/16/2013 @ 11:59 p.m. |
| 6    | 2/18/2013 | ~ Text ch. 4  
~ Lecture  
~ ASCA guide pp. 27-38 & 45-58 & 67-74  
~ SBEC quiz. DUE 2/22/2013 @ 11:59  
~ Weekly discussions due 2/23/2013 @ 11:59 p.m. |
| 7    | 2/25/2013 | ~ Lecture  
~ TSCA guide pp. 77-92 & 99-104  
~ TSCA guide pp. 93-98 & 22-26  
~ Weekly discussions due 3/2/2013 @ 11:59 p.m. |
| 8    | 3/4/2013  | ~ Text ch. 5  
~ Lecture  
~ MIDTERM weeks 1-7  
~ Weekly discussions due 3/9/2013 @ 11:59 p.m. |
| 9    | 3/18/2013 | ~ Text ch. 7  
~ Lecture  
~ Youtube video  
~ Weekly discussions due 3/23/2013 @ 11:59 p.m.  
~ Compare/contrast. DUE 3/23/2013 @ 11:59 p.m. |
| 10   | 3/25/2013 | ~ Text ch. 8  
~ Lecture  
~ Weekly discussions due 3/30/2013 @ 11:59 p.m. |
| 11   | 4/1/2013  | ~ Text ch. 9  
~ Lecture  
~ Weekly discussions due 4/6/2013 @ 11:59 p.m. |
| WEEK OF: 4/8/2013 | ~ Text ch. 10  
| ~ Lecture | ~ Guidance Lesson. DUE 4/13/2013 @ 11:59 p.m.  
| ~ Weekly discussions due 4/13/2013 @ 11:59 p.m. |
| WEEK OF: 4/15/2013 | ~ Text ch. 6  
| ~ Lecture | ~ Graduation plans (4 year plans), RtI, 504, career day plans. Due 4/20/2013 @ 11:59 p.m.  
| ~ Weekly discussions due 4/20/2013 @ 11:59 p.m. |
| WEEK OF: 4/22/2013 | ~ Text ch. 11  
| ~ Lecture  
| ~ TSCA guide pp. 102 & 105-112  
| ~ ASCA guide pp. 59-66 &131-141 | ~ Design Program/yr calendar Due 4/26/2013 @ 11:59 p.m.  
| ~ Weekly discussions due 4/26/2013 @ 11:59 p.m. |
| WEEK OF: 4/29/2012 | ~~~~~~~~~~~~~~~~~~~~ FINALS  
| ~ Open From Monday, 4/29/2013 @ 12:00 a.m.  
| ~ thro’ 05/3/2013 @ 11:59 p.m. |

You tube video links are posted in the webliograhpy tab and in the correct week!!!