TEXAS SOUTHERN UNIVERSITY
COLLEGE OF EDUCATION
Department of Counseling

Fall, 2013
COUN 539
School Counseling (Online)

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Office: 307 A

Office Hours: Tuesdays-2:30-5:30
Thursdays-2:30-5:30

COLLEGE VISION
The College of Education at Texas Southern University will become the region’s leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies, and other entities.

COLLEGE MISSION
To provide competent professionals for effective service in urban schools, agencies, and other entities using research and collaboration in seeking solutions in teaching, learning, and behavioral challenges facing urban populations.
A Competent educator:
1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;
2. demonstrates the capacity to problem solve, and to think critically and reflectively;
3. demonstrates an understanding of human development, and the ability to act on this understanding;
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;
6. demonstrates an understanding of effective communication and collaboration strategies;
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques;
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting.

A Committed and Culturally Responsive educator:
10. acts on the belief that all children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities;
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding;
12. demonstrates a commitment to high moral and ethical values; and
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others.
14. values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction.

A Caring educator (disposition)
15. understands the rights of all students to have access to a curriculum that allows them to develop to their fullest potential, and is able to act as an advocate for students in this respect;
16. demonstrates by appropriate behaviors during class settings and in work environment; The candidate has been alert and responsive;
17. demonstrates a respect for the profession;
18. demonstrates punctuality with regard to arrival to class, practicum, student teaching, field experience, meetings and etc;
19. maintains confidentiality;
20. demonstrates the ability to compromise and to respect others’ opinions during group work;
21. participates in professional development activities that were recommended.
ADA STATEMENT
Texas Southern University maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1971. Under these federal guidelines, the University is obligated to:
1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Disabled Students Services at 713-313-4210 or 713-313-7691 or visit the office in the Student Health Center, Room 140 between the hours of 8 a.m.-5 p.m., Monday through Friday.

I. Course Description:
This course is designed to provide students with an understanding of the planning, design, implementation, and evaluation of comprehensive, developmental school counseling programs. The course includes student collaboration with existing school counseling programs to facilitate student professionalism and competence in consultation, strategy selection and implementation, program delivery, and community referral.

II. Textbooks: Required


III. Course Objectives
A. Objective
Students will:
1. demonstrate technology competence;
2. identify the importance of individual counseling with a focus upon brief counseling approaches and issues affecting the development and functioning of school-age children (CACREP SC-C.2a, d);
3. identify the nature of developmentally structured activities for small groups, peer helper groups, classroom guidance, and programs for the total school community that address the removal of barriers to learning and success (CACREP SC-A.3, B.3,4, C.1.c, d, 2.b, c);
4. describe the use of collaboration and leadership skills enhancing teamwork in the school and in the community (CACREP SC-B.2);
5. trace the history and evolution of school counseling (CACREP II.J.8.a; SC-A.1);
6. demonstrate an awareness of professional organizations; professional preparation standards; professional credentialing; ethical standards and guidelines of ACA and ASCA; and policies, laws, and legislation relevant to school counseling (CACREP II.J.8.c,d,e,f: SC-A.4,5);
7. describe the design, management and delivery of a counseling program (CACREP SC I.A.2; B.5, C.1.b; SC-C.1.d);
8. demonstrate an awareness of the implications of multicultural and diversity issues as related to students (CACREP SC-A.6);
9. discuss social and educational reform and other influences on students, and demonstrate an understanding of the advocacy role of the counselor (CACREP II.I.8.g);
10. discuss the impact and use of technology with a counseling program;
11. understand the need for parental involvement, and identify varied approaches to assist students and parents with educational transitions and developmental life crises (CACREP SC-.2.d,e, 3.b);
12. understand the need for referral procedures with regard to brokering of services, information provision, and collaborative efforts (CACREP SC-B.1, 2; C.3.a); and
13. understand how the effective use of data can support equitable opportunity for all students and provide accountability measures (CACREP SC-C.1.a).

B. State Standards and Professional Guidelines Alignment:
Emphasis will be placed on the following domain and TExES competencies:
A. 001 Human Development
B. 002 Environmental Influences
C. 003 Diversity
D. 004 Program Management
E. 005 Developmental Guidance Program
F. 006 Responsive Services
G. 007 Individual Planning
H. 008 Assessment
I. 009 Consultation and Collaboration
J. 010 School Home Relationships
K. 011 School-Community Relationships
L. 012 Ethical, Legal, and Professional Standards

C. TSU and the College of Education Proficiencies align with INTASC Standards & NBPTS Core Principles
1. Knowledge of Content: INTASC standard 1 and NBPTS standard 2
2. Capacity to Problem Solve: INTASC standard 4 and NBPTS standard 4
3. Understanding Human Development: INTASC standard 2 and NBPTS standard 1, 4
7. Assessment and Evaluation: INTASC standard 8 and NBPTS standard 3
13. Moral and Ethical Values: INTASC standard 9 and NBPTS standard 4
15. Commitment to Diversity: INTASC standard 3 and NBPTS standard 1

IV. Course Requirements:
A. Requirements

1. Counselor Interview: Interview a fully certified school counselor (This excludes an emergency certified counselor.). The interview should take approximately 30 minutes to an hour so please schedule a specific time with the counselor. The student MUST include input on an area (one single area) within the school counseling program, which could be redesigned to
strengthen the program. Suggestions and recommendations should be based, but not limited to the two assigned textbooks used in class; *Introduction to school counseling* (Wright, 2012) & *The comprehensive guidance program for Texas public schools: A guide for program development Pre-K - 12th grade* (Texas Education Agency, 2004). You may ask your own questions or use any of the following questions:

How did you become interested in becoming a school counselor?
How many years have you been a school counselor?
How is the school counseling program organized K-12 in your district?
What would you say is the philosophy of school counseling in your district?
Is the program clearly defined, understood, and accepted by the students, teachers, administrators, parents, and board of education?
Is there a written K-12 Guidance and Counseling plan available?
Are there counselors serving all schools and all grade levels?
What is the student/counselor ratio at the elementary level? At the middle school level?
At the high school?
Describe your specific role as a school counselor.
What aspects of your job do you consider the most rewarding? The least rewarding?
What percentages of time do you spend in performing the major functions of your job?
As a counselor, to what extent do you feel the administration supports a comprehensive K-12 school counseling program?
To what extent, if any, are counselors in your district expected to perform what you would consider to be non-counseling and guidance functions? (i.e. covering study halls, hall duty, lunch duty, substituting for teachers who are absent)
What is the counseling program’s role in proficiency testing? Do you feel the role is appropriate?
On average, how many working days per year are you involved with proficiency testing?
What do you do for your own professional development as a counselor?
Does your school district provide time and financial assistance for attendance at local or state conferences related to school counseling?
In what ways is the computer used in your guidance program at all levels?
How should current counselor education programs be changed to better meet the needs of current school counselors?

Interview paper should not exceed 5 pages. Please include your thoughts and feelings about the interview at the end of your summarization. APA format must be followed.

2. Research Articles: Students will select a single topic, which is a concern for their campus. The five research articles should reveal counseling interventions that address the single concern and support school counseling interventions. Journal articles are NOT to be older than 10 years. They must be journal articles and NOT articles from a website.

3. Research Paper: Choose one topic of concern to you/your campus regarding school counseling specifically addressing your school level needs. Do not choose Guidance as a topic. You must use at least 5 journal article references (not older than 10 years). The articles must be research articles that address your topic of concern and how the authors addressed the issue. Each article must provide outcome results stating the efficacy of the intervention. Write a 5-7
page paper on this topic in APA format. You will be graded according to APA format, writing, organization, content, and references. A rubric will be given to you. You will turn in your paper through Blackboard under Safe Assignment.

4. **Chapter Quizzes:** Quizzes will cover the chapters in *Introduction to School Counseling.* There will be a multiple choice quiz at the end of each week on that chapter, and each quiz is to be completed by the Sunday of that week by 11:59 p.m. Each quiz is worth 20 points.

5. **Exam:** The exam will cover simulate to the TExES test for School Counselor Certification. Students passing this exam with a score of 80 or better will be eligible to forgo the required review offered by the Department of Counseling. A lower score will require the student to attend a TExES School Counseling review before approval for TExES testing is given.

6. **Discussion Board Reflections/Participation:** Each week students are to participate in class discussions based upon the topic posted on the discussion board. Student statements posted to the discussion board are expected to be supported by text or other professional material. Discussion posts must follow APA (6th Edition) format. The professional references that you have used to support your discussion should be cited at the end of your post. Students are expected to participate in discussions on a weekly basis. To receive credit for discussion board postings, students must make one initial post in response to the discussion topic and must also critically/constructively respond to two other student commentaries during the topic week only. This is a total of three student posts. For APA citation support, try this link: [http://citationmachine.net/](http://citationmachine.net/).

**B. COURSE POLICIES:**

1) Reading assignments are required.
2) NO late assignments will be accepted.
3) All assignments will be typed and submitted in APA (6th Edition) format. Failure to follow APA guidelines will result in reduction of points.

**IX. EVALUATION**

Evaluation of this course will be as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Board Reflections/Participation</td>
<td>140</td>
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<tr>
<td>Counselor Interview Paper</td>
<td>75</td>
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<tr>
<td>Research Paper</td>
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<td>Quizzes</td>
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<td>Exam</td>
<td>50</td>
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<td><strong>Total</strong></td>
<td><strong>645</strong></td>
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**UNIVERSITY AND GRADUATE SCHOOL RULES RELATED TO PLAGIARISM WILL BE STRICTLY ENFORCED. EVIDENCE OF PLAGIARISM WILL RESULT IN ZERO POINTS ON THAT CLASSROOM ASSIGNMENT.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Chapter 1 Section 1 (TEA)</td>
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<td>8/26-9/1</td>
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<td><strong>Week 2</strong></td>
<td>Chapter 2 Section 2 (TEA)</td>
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<td>9/3-9/8</td>
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<td><strong>Week 3</strong></td>
<td>Chapter 3 Section 3 (TEA)</td>
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<td>9/9-9/15</td>
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<td><strong>Week 4</strong></td>
<td>Chapter 4 Section 4 (TEA)</td>
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<td>9/16-9/22</td>
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<td>Chapter 5 Section 5 (TEA)</td>
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<td>9/23-9/29</td>
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<td><strong>Week 6</strong></td>
<td>Chapter 6 Section 6 (TEA)</td>
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<td>9/30-10/6</td>
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<td><strong>Week 7</strong></td>
<td>Chapter 7 <strong>Counselor Interview Due</strong></td>
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<td>10/7-10/13</td>
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<td><strong>Week 8</strong></td>
<td>Chapter 8</td>
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<td>Chapter 12 <strong>Research Paper Due</strong></td>
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<td>Chapter 14</td>
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<td><strong>Week 15</strong></td>
<td>Final Exam</td>
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<td>12/9-12/13</td>
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**PLEASE NOTE THAT THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE SCHEDULE WITH PROPER NOTICE TO THE STUDENT.**