

CI 6345
Introduction to School & Community Counseling
COURSE SYLLABUS
Angelo State University
Spring 2012

Course Description

A study of the organization and administration of guidance and counseling programs, including the purposes, scope, concepts, principles, and personnel of these programs.

Course Goals

To describe the role of the counselor in Texas schools.

To examine ethical standards in school counseling.

To identify materials used by school counselors.

To link course content to TExES competencies for School Counselors as found at <http://www.sbec.state.tx.us>; also posted in Blackboard under “Course Documents”.

Methods of Instruction

As an asynchronous online course students will work independently on activities as assigned in this syllabus. Textbook reading, reviewing of a professional journal article, developing a brochure, developing a resource guide, and interviewing a certified school counselor will be required as online activities.

Course Requirements

Candidates are expected to successfully complete all major course activities, and to electronically present these for grading as outlined by due date in the Course Calendar.

Major Course Activities

All activities must be satisfactorily completed to receive course credit.

1. Discussion Board Participation
2. Journal Article Review & Response
3. Brochure Assignment
4. Certified School Counselor Interview Assignment
5. Referral Guide Assignment
6. TExES School Counselor Preparation Manual Review (final exam)

Course Evaluation Plan

	Potential Points
Journal Article Review Paper	200
Brochure Assignment	200
Certified School Counselor Interview Paper	200
Referral Guide Assignment	200
TExES School Counselor Preparation Manual Review	<u>200</u>
	1,000

Grade Assignment Criteria

Quality work that is presented in a professional and timely manner is an important part of your performance and grade evaluation. **Late work will be accepted at no more than half the original value. Lateness will be determined by the posting date and time in Blackboard.**

A- 1000 to 900 (90%)	Outstanding, above minimum requirements
B- 899 to 800 (80%)	Satisfactorily meeting minimum requirements
C- 799 to 700 (70%)	Minimally meeting requirements
F- below 700	Unacceptable work

Textbooks

(2004). *A model comprehensive, developmental guidance and counseling program for Texas public schools: A guide for program development Pre-K – 12th grade* (4th ed.). Austin, Texas: Texas Education Agency 78701-1494, GE 350-1

(supplied free in Blackboard under “Resources” or downloadable free at:
www.tea.state.tx.us/guidance/ProgramModel_4thEd/guidebook_2004_complete.pdf)

(2010). *Publication manual of the American Psychological Association* (6th ed., 2nd or later printing). Washington, DC: American Psychological Association.

Special Considerations

"Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made." Additional details can be found at:

http://www.angelo.edu/services/student_life/disability.html

Academic Integrity

"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*." The electronic version can be found at:

http://www.angelo.edu/forms/pdf/Honor_Code.pdf

Contacting the Professor

David J. Tarver, Ed.D, LPC-S, CSC

Professor

Department of Curriculum & Instruction

College of Education

Angelo State University

Member, Texas Tech University System

Carr 183

325/486-6775

david.tarver@angelo.edu

Office Hours: 10:00 to 11:30 TWR & 1:30 to 3:00 MTWR, or by appointment

Course Calendar

Syllabus Reading Assignment due	Friday, January 27 th , noon
Journal Article Review & Response due	Friday, February 3 rd , noon
Brochure Assignment	Friday, February 24 th , noon
Certified School Counselor Interview Assignment	Friday, March 23 rd , noon
Referral Guide Assignment	Friday, April 13 th , noon
TExES School Counselor Preparation Manual Review (final exam)	Friday, May 4 th , noon

Major Course Activities Detail

Journal Articles Review & Response Paper (200 possible points)

- (1) Read the journal article titled *Transtheoretical Model of Change* posted under “Resources”.
- (2) Write an APA correct paper that provides first a **very brief** overview of the major elements of the article and then a **comprehensive** “personal reaction” to what you read. Be specific in your reaction. As a rough guide, the length of the personal reaction should greatly exceed the length of the major elements.

Brochure Assignment (200 possible points)

Read (1) *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Pre-K – 12th Grade, 4th edition* (posted under “Resources”). (2) Develop a **brochure using Microsoft Word (not Publisher)** that you could hand out to parents, teachers, administrators and students that would help you in explaining the suggested TEA developmental guidance model to them. Assume that your readers know nothing about school counseling. Make this a realistic document that you truly can use in the future, as well as something that you are proud of.

Certified School Counselor Interview Assignment Paper (200 possible points)

Interview a **certified** school counselor. Focus on determining during the interview what the counselor considers to be (1) the most rewarding and the most challenging parts of their job. Also focus on (2) how their job functioning matches with that described in *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools*. Write a report (using APA formatting) describing what you learned, as related to the above guidelines, during the interview. Be specific; give examples.

Referral Guide Assignment (200 possible points)

Develop a community resource guide that can be used to quickly provide referral resources for parents of students for services that your school system does not provide. This **resource guide** should be quite comprehensive. Include resources such as: MHMR services, Child Protective Services, Goodwill, pastoral counseling centers, free health clinics, food banks, public transportation, public housing, teen pregnancy centers, shelters for abused women, etc. The individual resources **must** include: (1) the specific name of the agency, (2) a brief description of provided services, (3) address, (4) phone number, (5) days and hours of operation, and (6) costs (if any). If you live in a small community expand your list by including resources from larger cities that are within reasonable driving distance.

TExES School Counselor Preparation Manual Review (Final Exam) (200 possible points)

Candidates will (1) read the *TExES school counselor preparation manual* (http://www.texas.ets.org/assets/pdf/testprep_manuials/152_schcouns_55059_web.pdf) and then (2) write an APA correct paper that describes their summative, reflective thoughts about their current state of readiness to function as a certified public school counselor.

TaskStream Electronic Portfolio

All candidates must to be building their TaskStream electronic portfolio (www.taskstream.com). Candidates should be adding artifacts (work samples from each course completed) often. A “reflection statement” should be included with each artifact. The reflection statement should explain how completing the assignment (artifact) relates to the State Standards for your program of study. The reflection statement often also is used to show your “professional growth”. Visit with your major’s program advisor for details on the standards, appropriate artifacts, reflection statement guidelines, and other details. All program State Standards can be found at <http://www.sbec.state.ts.us>.

Counseling Majors	Dr. Mary McGlamery TaskStream portfolio code:	mmcglamery@angelo.edu counseling
Curriculum & Instruction	Dr. Kim Livengood TaskStream portfolio code:	kim.livengood@angelo.edu teacher
Diagnostician	Dr. Deborah Banker	deborah.banker@angelo.edu
Principal	Dr. Richard Bain TaskStream portfolio code:	rbain2@angelo.edu principal
Reading	Dr. Ann Bullion-Mears	ann.bullionmears@angelo.edu
Special Education	Dr. Richard Evans	richard.evans@angleo.edu
Student Development	Dr. Alaric Williams	alaric.williams@angelo.edu

Grading Rubric for Written Assignments
(200 possible point assignments)

	Bull's Eye	On Target	Getting Close	Missed the Mark
Writing Content	80 points The content is written clearly and concisely, with a very logical progression of ideas directly related toward all elements of the assigned task.	60 points The content reflects a fairly logical progression of ideas approaching the major elements of the assigned task.	40 points The content is vague in conveying a point of view and does not create a sense of purpose related to the elements of the assigned task.	20 points The content lacks a clear point of view and logical sequence of information and is not related to the elements of the assigned task.
Writing Professionalism	40 points Includes abundant supporting information that is accurate and reflects language and terms used correctly from the textbook and/or other appropriate resources.	30 points Information included reflects supportive use of language and terms from the textbook and/or other appropriate resources.	20 points Includes only a few correctly used terms from the textbook and/or other appropriate resources.	10 points Includes no correctly used language or terms from the textbook and/or appropriate other resources.
Writing Mechanics	40 points The assignment is written with no errors in grammar, capitalization, punctuation, and spelling and, when appropriate, follows all <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.	30 points The assignment is clearly written with little or no editing required for grammar, punctuation, and spelling and, when appropriate, follows almost all <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.	20 points Spelling, punctuation, and grammar errors distract or impair readability. The assignment, when appropriate, follows only some of the <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.	10 points Errors in spelling, capitalization, punctuation, usage, and grammar repeatedly distract the reader and major editing and revision is needed. The assignment, when appropriate, follows few or none of the <i>Publication Manual of the American Psychological Association</i> (APA) guidelines.
Writing Style	40 points The style of the assignment is artful. Obviously paid attention to what is said as well as how it is stated.	30 points Style of assignment is clear, clean, and readable. It sounds intelligent.	20 points Style of assignment is loose, rather than a smart, academic assignment.	10 points Style is loose and casual, lacking professional expectation.