Course Description
A study of the techniques and methods used by counseling personnel to help students individually and in groups with educational planning, vocational choice, and interpersonal relations.

Course Goals
To describe the role of the counselor in the school.
To trace the history of school guidance.
To examine ethical standards of school counseling.
To identify materials used by school counselors.
To understand the purpose of the professional counseling organizations.
To link course content to TExES competencies for School Counselors as found at https://secure.sbec.state.tx.us/sbeconline/virtcert.asp Also posted in Blackboard under “Course Documents”.

Methods of Instruction
As an online course students will work independently on activities as assigned in this syllabus. Textbook/article reading, writing responses to questions over readings, reviewing of professional journal articles, interviewing a certified school counselor and electronic portfolio development will be required as out-of-classroom activities.

Course Requirements
To successfully pass this course students are expected to complete all assigned activities.

Major Course Activities
All activities must be satisfactorily completed to receive course credit.
1. Reading Questions
2. Interview Assignment
3. Journal Articles
4. Referral Guide Assignment
5. Portfolio

Course Evaluation Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential Points</th>
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<tbody>
<tr>
<td>Reading Questions (100 possible points per assignment)</td>
<td>400</td>
</tr>
<tr>
<td>Interview Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Journal Articles (100 possible points per assignment)</td>
<td>300</td>
</tr>
<tr>
<td>Referral Guide Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Portfolio</td>
<td>100</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>1,000</td>
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</table>
Grade Assignment Criteria
Timely online participation 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 – 900 (90%) Outstanding above minimum requirements
- B - 899 – 800 (80%) Satisfactorily meeting minimum requirements
- C - 799 – 700 (70%) Minimally meeting requirements
- F - below 700 Unacceptable work

Textbook

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."

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.*"

Contacting the Professor
David J. Tarver, Ed.D, LPC-S, CSC
Associate Professor
Department of Curriculum & Instruction
College of Education
Angelo State University
Carr 186
david.tarver@angelo.edu
Office Hours: 10 to noon & 2 to 4 TWR

or by appointment
Major Course Activities Detail

All work turned in for grading (except the portfolio) must be submitted as a Microsoft Office Word document and presented for grading using ASU’s Blackboard. All work (except for the brochure, the resource guide, and the portfolio) must be formatted to conform to APA standards (title page, abstract page, body, reference page, size 12 New Times Roman font, correct margins, correctly used Running Head, correctly used pagination, etc.). As a ready resource an APA Quick Reference Guide is supplied under “Course Documents”.

Reading Questions (400 possible points)

1. Read *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 “Textbook”). Develop a brochure using Microsoft Word (do not use Publisher) that you could hand out to parents and teachers that would help you in explaining the suggested TEA developmental guidance model to them. (100 possible points)

2. Read *A Practitioner’s Guide to Ethical Decision Making* posted under “Course Documents”. Write a paper (using APA formatting) that describes how you believe knowing this new information might prove useful to you as a future helping professional. (100 possible points)

3. Read the article posted under “Course Documents” titled *Duty to Warn and Protect: Not in Texas*. Write an essay (using APA formatting) describing how you think you would react to a student expressing suicide ideation. (100 possible points)

4. Read one of the books from the “Approved Reading List” (found on Blackboard under “Course Documents”). Write a report (using APA formatting) that includes (1) a brief review of the major tenets of the book, and (2) a personal reaction statement related to the book. The length of the personal reaction should match that of the major tenets (no short “I enjoyed this book” responses). Describe specifically what you liked or did not like about the book and explain why you believe that way. (100 possible points)

Interview Assignment (100 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 during the interview.

Journal Articles (300 possible points)

Three contemporary journal articles are to be reviewed. Any national or state journal that focuses on guidance and counseling issues and/or research is acceptable. Each journal article review should include (1) a brief review of the major tenets of the article and (2) a personal reaction statement related to the article. The length of the personal reaction should match that of the major tenets (no short “I enjoyed this article” responses).
Describe specifically what you liked or did not like about the article and explain why you believe that way.

*Journal Article 1* – locate, read and review a contemporary journal article that discusses some aspect of the history of school guidance.

*Journal Article 2* – locate, read and review a contemporary journal article that discusses some ethical, moral or legal issue in school counseling.

*Journal Article 3* – locate, read and review a contemporary journal article that discusses testing or assessment in school counseling.

*Referral Guide Assignment (100 possible points)*

Develop a community resource guide using Microsoft Word that can be used to quickly provide referral resources for parents of students for services that your school system does not provide. Possible examples to include: 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 should include the specific name of the agency, address, phone number, days and hours of operation, and (if any) costs. If you live in a small community expand your list by including resources from larger cities that are within reasonable driving distance.

*Portfolio (100 possible points)*

Course content will be linked to TExES standards related to school counseling as found at https://secure.sbec.state.tx.us/sbeconline/virtcert.asp or in Blackboard at “Course Documents”. Students will develop an electronic portfolio (using TaskStream software), which includes artifacts (work completed during this course) that document competency in the State standards. The portfolio must be built using TaskStream software (www.taskstream.com; code: “counseling”). The “counseling “code” takes you to the “Master of Education in Guidance & Counseling” directed response folio (DRF). Instructions for submission of the completed portfolio are listed in Blackboard at “Course Documents”.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Reading Question 1</td>
<td>Tuesday, September 8&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Interview Assignment</td>
<td>Tuesday, September 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Journal Article 1</td>
<td>Tuesday, September 22&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td>Referral Guide Assignment</td>
<td>Tuesday, September 29&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Reading Question 2</td>
<td>Tuesday, October 6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Journal Article 2</td>
<td>Tuesday, October 13&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Reading Question 3</td>
<td>Tuesday, October 20&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Journal Article 3</td>
<td>Tuesday, October 27&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Reading Question 4</td>
<td>Tuesday, November 3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<tr>
<td>Efolio</td>
<td>Tuesday, November 17&lt;sup&gt;th&lt;/sup&gt;</td>
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