



**ANGELO STATE UNIVERSITY**

**Department of Curriculum and Instruction**

**EDSC 6301**

**Comprehensive School Counseling Programs**

**Fall A 2019**

**Lesley Casarez, PH.D.**

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## **COURSE INFORMATION**

### **COURSE NUMBER**

EDSC 6301

### **COURSE TITLE**

Comprehensive School Counseling Programs

### **COURSE DELIVERY**

This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at <http://blackboard.angelo.edu>. The course begins on August 19, 2019 and ends on October 11, 2019.

### **COURSE DESCRIPTION**

This course focuses on the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness; postsecondary options; guidance curriculum; and processes and procedures for planning, designing, implementing, and evaluating school counseling programs.

## **INSTRUCTOR INFORMATION**

### **LEAD INSTRUCTOR**

Lesley Casarez, Ph.D.

Email: [Lesley.casarez@angelo.edu](mailto:Lesley.casarez@angelo.edu)

### **INSTRUCTOR TEAM**

Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

### **OFFICE HOURS**

Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

## **STUDENT LEARNING OUTCOMES**

- Identify the importance of advocacy in the school counseling profession and begin advocating for school counselor duties according to Texas codes.
- Understand the role of the counselor within a comprehensive school counseling program, based on the 10 Responsibility Domains.
- Identify processes and procedures for planning, designing, implementing, and

evaluating a comprehensive school counseling program.

- Identify and analyze each of the foundational components of a comprehensive school counseling program.
- Develop process to effectively communicate role of counselor within each of the four components of the comprehensive school counseling program.
- Investigate program curriculum sequence content areas, competencies, and goals.

## **REQUIRED TEXTS AND MATERIALS**

### **REQUIRED TEXTS**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

### **RECOMMENDED READINGS**

Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

### **TECHNOLOGY REQUIREMENTS**

A complete list of technology requirements for online education at Angelo State University is available at [https://www.angelo.edu/online-education/technology\\_requirements.php](https://www.angelo.edu/online-education/technology_requirements.php).

Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

## **GRADING SYSTEM**

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:

- A = 90.00-100%
- B = 80.00-89%
- C = 70.00-79%
- F = below 70%

## **METHODS OF INSTRUCTION**

- Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.
- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate's writing skills, presentation skills, collaboration, analysis, and practical application/experience.

- Learning activities may include, but are not limited to critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

## **COMMUNICATION**

The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

**CANDIDATE COMMUNICATIONS:** Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

**WRITTEN SUBMISSIONS:** It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

### **USE GOOD "NETIQUETTE":**

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

**INSTRUCTOR COMMUNICATIONS:** Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

### **CANDIDATE PARTICIPATION**

- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
- Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
- If you have questions, it is important to ask immediately since many of the tasks build on one another.

### **ATTENDANCE & PARTICIPATION**

Courses in the Department of Curriculum & Instruction are distance courses. Distance courses are different than correspondence courses; they require regular and timely participation, interaction, and engagement from the candidate and instructor(s). Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

Faculty are required to confirm attendance of candidates in a course at the beginning of each term to the ASU Registrar Office as part of complying with regulations regarding the administration of federal financial aid. In accordance with ASU processes and federal regulations, academic attendance in a course is considered active engagement which includes

but is not limited to submitting an academic assignment or participating in an online discussion in the course about academic matters. Logging into an online course without active participation does not meet academic attendance requirements. The last date of course attendance for reporting to the Registrar will be the last date of active engagement in the course.

Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.

Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules.

Candidates should participate in discussions with their peers about the content through Class Café in the courses.

Candidates are expected to participate in learning activities that include practical experiences in the field of study.

When candidates have questions about course requirements, they should discuss immediately with the course instructor since many of the course tasks build on one another.

### **LIBRARY RESOURCES**

Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at [www.angelo.edu/services/library/](http://www.angelo.edu/services/library/). Information on library resources is available in the Orientation tab of each course. All candidates can also use the Ask A Librarian research support feature.

### **ASSIGNMENT SUBMISSION**

In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

### **LATE WORK OR MISSED ASSIGNMENTS**

All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies

will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

### **RESUBMISSION OF ASSIGNMENTS**

During their studies at Angelo State University, students may find themselves writing on the same or similar topics; regardless, their writing is expected to reflect new approaches and insights into that topic to demonstrate their intellectual growth.

ASU recognizes that there may be some overlap between the requirements, assignments, and inquiry for different courses. **In general, students may use only *small* portions of documents as background or foundational material for additional development in a subsequent assignment or research project. Students may not merely copy and paste substantial sections from one paper to another.** Any use of prior work is at the discretion of the instructor: students must receive prior approval from their instructor, who may request a copy of the previous work. When using their own scholarly work in subsequent assignments, students should cite themselves as a primary author and their previous coursework as unpublished papers, as shown in *The Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition*.

### **POLICIES RELATED TO THIS COURSE**

All candidates are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook  
<http://www.angelo.edu/student-handbook/>
- ASU Undergraduate and Graduate Catalog  
<http://www.angelo.edu/catalogs/>
- Academic Calendar  
[https://www.angelo.edu/services/registrars\\_office/academic\\_calendar.php](https://www.angelo.edu/services/registrars_office/academic_calendar.php)

### **ACADEMIC INTEGRITY**

Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate's original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published

professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

### **STUDENTS WITH DISABILITIES**

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://www.angelo.edu/ADA). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
(325) 942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)

### **STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS**

Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

### **TITLE IX**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU's Title IX Coordinator Michelle Boone at [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu) or using ASU's online form at <http://www.angelo.edu/services/title-ix/file-a-complaint.php>.

### **SYLLABUS CHANGES**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement.

It is the student’s responsibility to look for such communications about the course on a daily basis.

**ASSIGNMENT OBJECTIVES & DUE DATES**

<b>Module</b>	<b>Objectives</b> <b>By the end of the course, the candidate will:</b>	<b>Assignments</b>	<b>Points</b>	<b>Due Dates</b>
Module 1: Intro and Texas Codes	Make connections with peers through introductions and discussions	Plagiarism Statement	0	Wednesday
		Portfolio Submission	0	August 21
	Respond to fellow students in a dialog format.	FlipGrid Introduction	5	Wednesday August 21
	Identify and recall course policies and procedures and acclimate to the learning environment	Responses		Sunday August 25
	Review and analyze the TX Education Codes for school counselors (Chapter 33A).	TEC Infographic	5	Sunday August 25
	Identify the importance of advocacy in the school counseling profession and begin advocating for school counselor duties			

	according to Texas Education Code.			
Module 2: Responsibilities of School Counselors and other Staff in Comprehensive School Counseling Programs	Analyze the 10 Responsibility Domains in the <i>Texas Model Guide for Comprehensive School Counseling Programs</i> .  Create school counselor job interview questions and answers based on the 10 Responsibility Domains.	Job Interview Questions and Answers	10	Sunday September 1
Module 3: Program Implementation Cycle	Summarize the 5 steps of the implementation cycle of a comprehensive school counseling program  Interview a school counselor that functions within a comprehensive school counseling program in order to observe and analyze their use of the 5 steps of program implementation cycle.  Connect the program implementation cycle steps to the school counselor duties/role according to Texas Education Code	School Counselor Program Interview	15	Sunday September 8

<p>Module 4: Foundational Components</p>	<p>Identify each of the foundational components of a comprehensive school counseling program.</p> <p>Analyze each of the foundational components that make up a school's comprehensive school counseling program.</p> <p>Create 3 data-driven SMART goals that will serve as the foundation for a school's comprehensive school counseling program.</p> <p>Present these goals via podcast to a school's leadership team and relate them to the school counselor duties/role according to Texas Education Code.</p>	<p>SMART Goal Podcast</p>	<p>15</p>	<p>Sunday September 15</p>
<p>Module 5: Four Service Delivery Components (Guidance Curriculum &amp; Responsive Services)</p>	<p>Compare each of the four components of the comprehensive school counseling program (CSCP).</p> <p>Analyze the description/staff role/percentage of the 2 components- guidance curriculum and responsive services.</p>	<p>Delivery Components Presentation Part I</p>	<p>10</p>	<p>Sunday September 22</p>

	<p>Create a Powerpoint presentation for campus staff and administration to advocate and educate about your CSCP and each of its 4 components (only Guidance Curriculum and Responsive Services are due this week).</p>			
<p>Module 6: Four Service Delivery Components (Individual Planning &amp; System Support)</p>	<p>Review the guidance curriculum and responsive services of the comprehensive school counseling program (CSCP).</p> <p>Analyze the description/staff role/percentage of the 2 components- individual planning and system support.</p> <p>Create a Powerpoint presentation for campus staff and administration to advocate and educate about your CSCP and each of its 4 components, including information from the Texas Education Code.</p>	<p>Delivery Components Presentation Part II</p>	<p>20</p>	<p>Sunday September 29</p>

<p>Module 7: Program Curriculum</p>	<p>Investigate the program curriculum sequence content areas, competencies, and goals presented in the <i>Texas Model Guide for Comprehensive School Counseling Programs</i>.</p> <p>Create a best practice lesson plan based on the program curriculum sequence content areas, competencies, and goals, as presented in the <i>Texas Model Guide for Comprehensive School Counseling Programs</i>.</p>	<p>Lesson Plan</p>	<p>15</p>	<p>Sunday October 6</p>
<p>Module 8: Review</p>		<p>Course Evaluation</p>	<p>0</p>	<p>Wednesday October 9</p>
		<p>Final Portfolio Submission</p>	<p>0</p>	
		<p>Video Presentation</p>	<p>5</p>	

\*GSLG: [Graduate Student Learning Goals](#).

Version Date: Approved for Fall A 2019 Courses