**COURSE SYLLABUS**

**EPCE 5358 – Introduction to School Counseling**

**Texas Tech University**

**Fall 2019**

*Information about the instructor:*

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**Overview of Document**

This syllabus represents a contract between me as the professor and you as a student. I’ve taken as much care as I can in creating a flawless syllabus. However, there may be instances where I need to augment this contract due to unforeseen circumstances. If a change is required, I will ensure that the change does not impact your learning, status in the program or course grade.

*Information about the course:*

The following sections refer to: Introduction to School Counseling

Course Prefix and Number: EPCE 5358 – D01 – CRN# 36916

Course Credit: 3 semester hours

Semester and Year: Fall 2019

Class meeting time and location: Online – <http://ttu.blackboard.com>

*Course Overview:*

Introduction to School Counseling orients you to the world of Professional School Counseling. Discussions are designed to stretch your critical thinking, higher order change, collaboration, and independent work. The Texas Model Guide is central to this course.

*Course Description:*

This course is designed to equip participants with skills and knowledge to develop, implement, manage, and assess components of a comprehensive developmental school counseling program.

*Course Purpose*:

Students gain insight into the counselor’s role in the school community, responsibility for proper leadership and professionalism, methods to fully implement comprehensive guidance programs, and ways to advocate for students within the framework of the ASCA National Model and Texas Comprehensive Guidance and Counseling Guidelines.

*Course Goals:*

* Introduce and familiarize students with the field of school counseling, it’s theoretical and philosophical bases, historical antecedents, current theories, and ethical issues.
* Apply knowledge of the Texas Counseling Model as compared to the American School Counselor Association (ASCA) National Model to fully implement a comprehensive counseling program in a school. This includes understanding strategies to develop teamwork, leadership, and apply effective consultation methods and models with school stakeholders as well as to advocate for students in the total educational program.
* Provide knowledge of laws related to professional identity, roles, job functions, and responsibilities for preparing students for a full range of postsecondary options and opportunities.
* Introduce students to professional organizations, preparation standards, and credentials needed as a school counselor.
* Familiarize students with multicultural and diversity practice issues, social advocacy opportunities and current practice environments including mental health settings, academic/career organizations, agencies, community centers, schools and private practice.
* Provide understanding of the importance of utilizing needs assessments, assessment strategies, program evaluation, current data, and outcome research to fully implement comprehensive guidance programs and assist students regardless of background or barriers that impede development.
* Provide knowledge of leadership models, styles, and skills that enhance the learning environment of schools.
* Familiarize graduate students with various programming interventions and current topics (peer mediation, advisor/advisee programs for teachers, topics related to normal/abnormal growth and development, health and wellness, language, ability levels, multicultural issues, resiliency effects on learning; specific topics might include handling self-injury, dating violence, suicide, eating disorders, bullying, truancy, poverty, and many other topics
* Introduce school counselors to the importance of sharing information. This will primarily focus on evaluating current school counseling websites, and learning to outline, create, and produce a working webpage.

*Conceptual framework:*

* EPCE 5358 is grounded in CACREP standards, that can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/>
* CACREP stresses the importance of professional dispositions and development as well as skills and knowledge in the use of technology and a commitment to multicultural competence and awareness.
  + You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
  + You will learn what is valued by employers and counseling professionals. Texas and national standards (i.e. Texas Counseling Model, advocacy competencies, practice standards) as well as CACREP accreditation standards (2016). To prepare for this course, professional literature, a variety of focus groups, and counseling supervisors/employers were involved in determining the learning outcomes for this course.
  + You will learn to use technology in innovative ways.
  + This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.

*Course Materials:*

* The document used most in this course is the *Texas Model for Comprehensive School Counseling Programs (5th Edition)*. [Here is a digital version of the document.](https://tea.texas.gov/sites/default/files/Pub_2018_Texas-Model_5th-Edition.pdf)

Internet access to view the following:

* + - [Professional Identity Article](http://tpcjournal.nbcc.org/wp-content/uploads/2014/12/Pages%20417-425.pdf)
    - [Texas Administrative Code](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=15)
    - History of school counseling videos
      * <https://videos.schoolcounselor.org/norman-gysbers-history-of-school-counseling>
      * <https://videos.schoolcounselor.org/the-father-of-modern-school-counseling>
    - [Texas School Counselor Certification](https://tea.texas.gov/Texas_Educators/Certification/Additional_Certifications/Student_Services_Certificates) and Texas
    - [Texas Education Code](https://statutes.capitol.texas.gov/Docs/ED/htm/ED.33.htm#33.000)
    - [Texas Social Emotional Learning in Texas](http://sbtexas.com/am-site/media/sel-presentation.pdf)
    - [Texas Graduation Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements)
    - [Texas Higher Education Coordinating Board](http://www.thecb.state.tx.us/)
    - [Texas Family Code Sec. 32.004](https://statutes.capitol.texas.gov/Docs/FA/htm/FA.32.htm)
    - [60x30TX](http://www.60x30tx.com/)
    - [ASCA Model 4th Edition](https://www.schoolcounselor.org/school-counselors/asca-national-model/learn-about-the-new-edition) – [Executive Summary](https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/Fourth-Edition/ANMExecutiveSummary-4.pdf)
    - [ASCA Model 3rd Edition](https://www.dropbox.com/s/5tqmej3tpjgdocp/National%20Model%202012.pdf?dl=0)
    - [ASCA National Model Templates](https://www.schoolcounselor.org/asca/media/asca/ASCA%20National%20Model%20Templates/Fourth-Edition/Templates.zip)

[The Council for Accreditation of Counseling and Related Educational Programs - CACREP](https://www.cacrep.org/for-programs/2016-cacrep-standards/)

**The following CACREP standards are addressed in EPCE 5358**

|  |  |
| --- | --- |
| **SECTION 5: ENTRY-LEVEL SPECIALTY AREAS** |  |
| *Intro to School Counseling* | |
| **G.    SCHOOL COUNSELING** | EPCE 5358 |
| 1.     FOUNDATIONS |  |
| a.     history and development of school counseling | X |
| b.     models of school counseling programs | X |
| c.     models of P-12 comprehensive career development | X |
| d.     models of school-based collaboration and consultation |  |
| e.     assessments specific to P-12 education |  |
| 2.     CONTEXTUAL DIMENSIONS |  |
| a.     school counselor roles as leaders, advocates, and systems change agents in P-12 schools | X |
| b.     school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies | X |
| c.     school counselor roles in relation to college and career readiness |  |
| d.     school counselor roles in school leadership and multidisciplinary teams |  |
| e.     school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma | X |
| f.      competencies to advocate for school counseling roles |  |
| g.     characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders |  |
| h.     common medications that affect learning, behavior, and mood in children and adolescents |  |
| i.      signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs |  |
| j.      qualities and styles of effective leadership in schools |  |
| k.     community resources and referral sources | X |
| l.      professional organizations, preparation standards, and credentials relevant to the practice of school counseling | X |
| m.   legislation and government policy relevant to school counseling | X |
| n.     legal and ethical considerations specific to school counseling | X |
| 3.     PRACTICE |  |
| a.     development of school counseling program mission statements and objectives |  |
| b.     design and evaluation of school counseling programs |  |
| c.     core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies | X |
| d.     interventions to promote academic development | X |
| e.     use of developmentally appropriate career counseling interventions and assessments | X |
| f.      techniques of personal/social counseling in school settings | X |
| g.     strategies to facilitate school and postsecondary transitions |  |
| h.     skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement | X |
| i.      approaches to increase promotion and graduation rates |  |
| j.      interventions to promote college and career readiness |  |
| k.     strategies to promote equity in student achievement and college access |  |
| l.      techniques to foster collaboration and teamwork within schools | X |
| m.   strategies for implementing and coordinating peer intervention programs |  |
| n.     use of accountability data to inform decision making | X |
| o.     use of data to advocate for programs and students | X |

*Student learning outcomes and assessment of outcome*s

*Course schedule*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week | start | end | Topics | Readings/Videos/Other | DUE |
| 1 | 26-Aug | 1-Sep | Introduction |  |  |
| 2 | 2-Sep | 8-Sep | History | Videos | D1 |
| 3 | 9-Sep | 15-Sep | Comprehensive School Counseling | Texas Model Guide – Executive Summary CREST – Conferences  Questions due |  |
| 4 | 16-Sep | 22-Sep | National Comprehensive School Counseling | ASCA Model | D2 |
| 5 | 23-Sep | 29-Sep | Texas Comprehensive School Counseling | Texas Model - Section I: Responsibilities | D3 |
| 6 | 30-Sep | 6-Oct | Organizing, Planning | Texas Model - Section II: Program Implementation Cycle | D4 |
| 7 | 7-Oct | 13-Oct | Design, Implementation | Texas Model - Section II: Program Implementation Cycle | D5 |
| 8 | 14-Oct | 20-Oct | Mission, Statement, Definition | Texas Model - Section III: Foundational Components | D6 |
| 9 | 21-Oct | 27-Oct | Guidance Curriculum | Texas Model - Section IV: Four Service Delivery Components | D7 |
| 10 | 28-Oct | 3-Nov | Responsive Services | Texas Model - Section IV: Four Service Delivery Components  Interview Due | D8 |
| 11 | 4-Nov | 10-Nov | Individual Planning | Texas Model - Section IV: Four Service Delivery Components | D9 |
| 12 | 11-Nov | 17-Nov | System Support | Texas Model - Section IV: Four Service Delivery Components | D10 |
| 13 | 18-Nov | 24-Nov | Scope and Sequence | Texas Model - Section V: Program Curriculum | D11 |
| 14 | 25-Nov | 1-Dec | Student Goals/Competencies | Texas Model - Section V: Program Curriculum  Potential Community Partnerships Due | D12 |
| 15 | 2-Dec | 4-Dec | Bringing it all Together | Guidance Lessons Due |  |

Assessments, Data, Evidence-Based Practice

College and Career Readiness,

Graduation Plans

Leadership

Crisis Planning

Development of Program

Evaluation

*Course Assignments:*

Discussion Board Activities – 12 weeks, 20/10 points per discussion/response - 360 points Due weekly

* Each week there will be a discussion prompt posted in the discussion section of the course *Monday* at 12:00 Noon. You must respond to the discussion question AND respond to one other classmate. If a post or response is late, no points can be earned for the week.
* Your response to the discussion prompt is due Friday by 6:00pm. *20 points each*
  + Your original post must:
    - be at least 360 words
    - exhibit correct English grammar
    - address all requirements of the discussion prompt
    - prove that you understand the intent of the discussion
* Your response to one classmate’s post is due by Sunday at 11:00pm. *10 points each*
* In your reply you may ratify, object or compare/contrast information in the posting. You must go beyond a simple statement of opinion and rationalize your responses with logic and evidence. Enhance your classmate’s original post by adding information if you agree. If you challenge your classmate’s post, you must support your position by providing clear logic and reputable evidence.

Interview Project - 200 Points Due November 3rd - 11:59PM

Interview three (3) school employees; one School Counselor and two other school/district personnel. This could include administrators (superintendent, director of counseling, principal, assistant principal) nurse; teacher; librarian, bus driver, coach, etc... Select the most interesting characters possible! The person may be retired, or not working. Send me their names, phone number and email/mailing address so I can thank them please.

*Step 1* – Draft and submit to the professor via email ≥ five open-ended questions you will use to organize your interviews by 9-15-2019 at 11:59pm.

*Step 2 -* Locate a job description for a professional school counselor, ideally a website. The Texas Model has a sample one, but I want one from a real district. You may use your current district as well. Next, write 7 to 10 questions you would ask a job recruiter during an interview for that position. Be sure to include the job description in the document. Ask yourself, “What do I need to know more about this job when I interview for this position?”

*Step 3 -* With the information gathered from your 3 interviews and the job description, reflect on the differences and similarities from each of the interviews in a few pages.

This project aims to get you first to think about open ended questions, second to see what school counselor job descriptions include for when you interview for a position, and finally, realizing the differences and similarities of school personnel perceptions of school counselors.

Potential Community Partnerships: 200 points Due December 1st - 11:59PM

Select a school district in which you might have an actual interest in applying for a counselor’s position or send your children to attend school. Survey at least 8 possible partners/resources to which a school counselor of the district might refer students, or ask for material assistance (clothes, $, mentors, technology, career day, be creative!). Have two resources for each of the 4 delivery components of the Texas Model Guide:

* + - * 1. Guidance Services
        2. Responsive Services
        3. Individual Planning
        4. System Support

Under each category, list the title of the organization or institution, major services provided, service fee, and contact information. You could ask your current district who their partners are, or the counselor you interview.

Guidance Lessons – 200 points Due December 4th - 11:59PM

You are to design 4 guidance lessons that address current needs in a school. You will have one guidance lesson for each of the 4 delivery areas: Guidance Services, Responsive Services, Individual Planning, System Support. You will use a guidance lesson template that will be designed during this course. This is just writing 4 lesson plans for an activity to address a need in a school. Lesson would be about 1 hour with any age or developmental level of student K-12. As a kind deed to the school counselor you interviewed, you could ask them what are the needs they have in their school, and you can design the guidance lessons for them to utilize.

*Grading policy*

You must turn in all assignments and participate in all discussions to receive an A in the course.

|  |  |  |  |
| --- | --- | --- | --- |
| 100% | 660 | 660 | A+ |
| 90% | 659 | 594 | A |
| 80% | 593 | 528 | B |
| 70% | 527 | 462 | C |
| 60% | 461 | 396 | D |
| <60% | 395 | 0 | F |

*Course Policies*

*Attendance*: Students are expected to participate in all activities online.

*Absences*: This is an online course so there are no absences, but I will be able to tell if you have logged in or not, and for how long, and other metrics. Lack of participation will be evident.

*Make-up*: Course assignments may be completed and turned in for full credit with written proof of illness or emergency if you miss a deadline. If we get to this point, I must report the situation to TTU Dean of students to make ensure proper handling of the issue, and to help you.

*On-line behavior*: Class discussions are to be conducted with civility and respect for other students. Students who fail to be civil and respectful will be banned from the discussion forum and receive a 0 for the remaining assignments.

*Scholastic Dishonesty*

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

*ADA Information*

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a Letter of Accommodation from Student Disability Services. The Letter of Accommodation indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a Letter of Accommodation from Student Disability Services. Ideally, Letters of Accommodation should be presented to instructors at the beginning of the semester; however, Letters of Accommodation may be submitted at any point during a semester. If a Letter of Accommodation is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

*Religious Observations* – Again, online course. If you are unable to use technology due to religious observance please submit your work prior to the observance. Please inform the professor as soon as possible if you anticipate any issue.

*Violence and Sexual Harassment*

The 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. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03. - <https://www.depts.ttu.edu/titleix/>

*Title IX*

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (http://www.depts.ttu.edu/scc/) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>

*Civility/Etiquette*

Students are encouraged to follow the eight ethical principles supported in the Strive for Honor brochure. They are:

* Mutual Respect – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* Cooperation and Communication – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* Creativity and Innovation – A working and learning environment that encourages active participation.
* Community Service and Leadership – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* Pursuit of Excellence – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* Public Accountability – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* Diversity – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* Academic Integrity – Being responsible for your own work ensures that grades are earned honestly.

In addition to above, a rubric to rate citizenship in the classroom appears at the end of this syllabus.

**Texas Tech University**

**College of Education/Counselor Education**

**Rubric to Rate Professionalism and Class Citizenship**

**Student Name: Class: Date: Instructor:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | **Unacceptable**  **1** | **Poor**  **2** | **Fair/Adequate**  **3** | **Good**  **4** | **Excellent**  **5** | **Score** |
| **Attendance** | **Often misses class** | **Occasionally misses class** | **Attends almost all classes** | **Rarely misses class** | **Never misses class** |  |
| **Punctuality** | **Usually late to class** | **Often late to class** | **Occasionally slightly late to class** | **Rarely late to class** | **Never late to class** |  |
| **Preparedness** | **Usually ill- prepared for class, e.g., failure to read text** | **Often is ill- prepared for class, e.g., failure to read text** | **Usually comes to class prepared** | **Almost always comes to class well prepared** | **Always comes to class very well prepared** |  |
| **Engagement** | **Rarely contributes to class discussions** | **Often fails to contribute to class discussions** | **Usually contributes to class discussions** | **Almost always makes valuable contributions to class discussions** | **Always makes very valuable contributions to class discussions** |  |
| **Attentiveness** | **Usually distracted by emails, texts, Facebook, calls, etc.** | **Often distracted by emails, texts, Facebook, calls, etc.** | **Usually focused and free of distractions from emails, texts, Facebook, calls, etc.** | **Almost always focused and free of distractions from emails, texts, Facebook, calls, etc.** | **Always focused and free of distractions from emails, texts, Facebook, calls, etc.** |  |
| **Respectful** | **Usually ignores or disrupts speaker** | **Often ignores or disrupts speaker** | **Usually listens to speaker** | **Almost always listens responsively to speaker** | **Always listens very responsively to speaker** |  |
| **Teamwork** | **Usually avoids accepting work on the team** | **Often avoids accepting duties on a team** | **Usually accepts duties and responsibilities on a team effort** | **Almost always accepts and takes initiative to complete team tasks** | **Always assumes a leadership role on a team by not only contributing to the team’s mutual task but also by going beyond assigned responsibilities** |  |
| **Non-defensiveness** | **Usually responds to feedback defensively** | **Often responds to feedback somewhat defensively** | **Usually responds to feedback non-defensively** | **Almost always responds to feedback productively** | **Always utilizes feedback in productive and positive ways** |  |
| **Morale** | **Usually creates negative morale by being negative and recalcitrant** | **Often creates negative moral by being negative and recalcitrant** | **Usually achieves a balance of being cooperative while being proactive and having the courage of one’s convictions** | **Almost always achieves a balance of being cooperative while expressing proactivity in ways that enhance the class** | **Always conveys cooperation while also asserting proactive leadership that enhances the class** |  |
| **Decorum/Presentation/**  **Presence/Attire** | **Usually inappropriate for class/site context** | **Often inappropriate for class/site context** | **Usually appropriate for class context** | **Almost always appropriate for class context** | **Always appropriate for class context** |  |
| **Mean Rating Total/10** |  |  |  |  |  |  |

**Comments:**