College of Education
**Department of Counselor Education**
Fall 2017

Course: COUN 5333—Methods of Consultation, Coordination, & Counseling
Required course for School Counseling (M.Ed.) and pre-requisite for COUN 6335

Instructor: Shannon Williams, Ph.D., LPC-S, CSC
                   Phone: (409) 283-1974
                   Email: slw024@shsu.edu
                   Class Day/Time: Wednesday, 5:30 – 8:20 p.m.
                   Location: TWC Room 345
                   Office Hours: Before/After Class As Requested

Course description: This course comprises a survey of contemporary practices in school counseling. The course is an induction into the field of professional school counseling and includes studies of the history of the profession, the transformed role of the school counselor, the counselor as a developmental specialist, the counselor as facilitator and consultant, and effective school counselor interventions. Students in the course will gain familiarity with the American School Counselor Association's (ASCA) Model and Standards for School Counseling Programs and the ways in which the ASCA standards impact the school counseling profession. Course curriculum includes (a) literature of the discipline and (b) ongoing student engagement in research and/or appropriate professional practice and training experiences.

Required Textbooks and Materials:
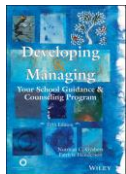
 Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance program* (5th ed.). Alexandria, VA: American Counseling Association.

 American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Texas Education Agency. (2004). *A model comprehensive, developmental guidance and counseling program for Texas public schools: A guide for program development prek-12th grade* (4th ed.). Austin, TX: Author.

FREE at: tea.texas.gov/counseling_guidebook.html

Texas Counseling Association. (2004). *Texas evaluation model for professional school counselors* (2nd ed.). Austin, TX: Author.

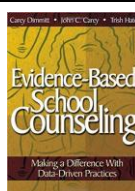FREE at: tea.texas.gov/counselor_evaluation_model.pdf

Recommended Textbooks and Materials:

	American School Counselor Association. (2012). *ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.
	Dinkmeyer, D., Carlson, J., & Michel, R. E. (2015). *Consultation: Creating school-based interventions* (4th ed.). New York, NY: Taylor & Francis.
	Dimmitt, C. (2007). *Evidence-based school counseling: Making a difference with data-driven practices.* C. Dimmitt, J. C. Carey, & T. H. Hatch (Eds.). Thousand Oaks, CA: Corwin Press.

American Counseling Association. (2014). *Code of ethics and standards of practice.* Available from: http://www.counseling.org/docs/default-source/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=fde89426_5

American Counseling Association. (2015). *Multicultural and social justice counseling competencies.* Available from: https://www.counseling.org/docs/default-source/competencies/multicultural-and-social-justice-counseling-competencies.pdf?sfvrsn=8573422c_20

American School Counselor Association. (2016). *ASCA ethical standards for school counselors.* Available from: https://www.schoolcounselor.org/asca/media/asca/Ethics/Ethical Standards2016.pdf

IDEA Objectives: *Essential* – (a) Gaining factual knowledge (e.g., terminologies, classifications, methods, trends); (b) developing specific skills, competencies, and points of view needed by professionals in the field that is most closely related to this course

Course Format: Lecture, small group dialogues, self-selected inquiries, field experiences, reading assignments, written assignments, presentations

Course Content: School counseling profession; diverse students, communities, & schools; the school counselor; program leadership; individual counseling; group processes; collaboration and consultation; education and career development; evaluation of school counseling programs

CACREP School Counseling Specialty Standards:

Objectives and Learning Outcomes	Activities *Indicates Field-Based Activities	Performance Measurements		CACREP Standards Alignment
Knows history, philosophy, and trends in school counseling and educational system.	School counselor and principal interviews & paper	– Novice – Competent – Proficient		SC – A.1.
Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	School counselor and principal interviews & paper	– Novice – Competent – Proficient		SC – A.3.
Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	School counselor and principal interviews & paper	– Novice – Competent – Proficient		SC – A.4.
Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Program framework paper	– Novice – Competent – Proficient		SC – C.1.
Understands group dynamics – including counseling, psycho-educational, task, and peer-helping groups – and the facilitation of teams to enable students to overcome barriers and impediments to learning.	Program framework paper	– Novice – Competent – Proficient		SC – C.5.
Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.	Resource guide	– Novice – Competent – Proficient		SC – E.2.
Identifies various forms of needs assessments for academic, career, and personal/social development.	Conceptual framework activity	– Novice – Competent – Proficient		SC – G.3.
Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Program framework paper	– Novice – Competent – Proficient		SC – H.1.
Knows models of program evaluation for school counseling programs.	Program framework paper	– Novice – Competent – Proficient		SC – I.2.
Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material.	Conceptual framework activity	– Novice – Competent – Proficient		SC – K.3.
Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	Program framework paper	– Novice – Competent – Proficient		SC – M.1.
Knows the strategies to promote, develop, and enhance effective teamwork with the school and larger community.	Program framework paper	– Novice – Competent – Proficient		SC – M.2.
Knows how to build effective working teams of school staff, parents, and community members to promote the academic career and personal/social development of students.	Program framework paper	– Novice – Competent – Proficient		SC – M.3.
Understands systems theories, models, and processes of consultation in school system settings.	Resource guide	– Novice – Competent – Proficient		SC – M.4.
Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	Program framework paper	– Novice – Competent – Proficient		SC – M.5.
Locates resources in the community that can be used in the school to improve student achievement and success.	Resource guide	– Novice – Competent – Proficient		SC – N.2.

School Counselor Certificate Standards (TAC §239.15): The following school counselor certification standards are addressed in this class.

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:
 (1) the history of counseling;
 (2) counseling and consultation theories and practices;
 (4) assessment principles and procedures, including the appropriate use of tests and test results;
 (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
 (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
 (8) legal and ethical standards, practices, and issues;
 (11) the integration of the guidance and academic curricula;
 (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
 (13) counseling-related research techniques and practices.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:
 (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
 (3) provide a proactive, developmental guidance program based on the needs of students;
 (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
 (5) coordinate resources for students within the school and community;
 (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process; and
 (10) advocate for a developmental guidance and counseling program that is responsive to all students.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:
 (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
 (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change; and
 (4) implement effective referral procedures to facilitate the use of special programs and services.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

    (1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners; and

    (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

    (1) demonstrate effective communication through oral, written, and nonverbal expression;

    (4) facilitate learners' access to community resources;

    (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

    (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.

NCATE Accreditation:

The U.S. Department of Education officially recognizes the National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, as the accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. "NCATE standards are based on the belief that all children can and should learn" (NCATE, 2008). The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions that P-12 educators need in order to facilitate learning. NCATE accreditation adds value to your education as a program of high quality in the educational community. NCATE's website offers additional information that can be accessed at http://www.ncate.org/.

Web address for State Board of Educator Certification (SBEC) standards:
http://www.sbec.state.tx.us/SBECOnline/default.asp
Web address for specialty organization, Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards: http://www.cacrep.org

College of Education's Conceptual Framework and Model:
The Conceptual Framework of Sam Houston State University (SHSU) College of Education establishes the shared vision of the College in the Educator Preparation Program. Through excellent collaborative instruction, research, and field experiences, the Educator Preparation Programs of Sam Houston State University provide candidates with opportunities to develop dispositions, skills, and knowledge that enable them to create an environment in which they plan, implement, assess, and modify learning processes, while serving effectively in diverse educational roles, reflecting meaningfully on their growth, and responding proactively to societal needs.

The Conceptual Framework (CF) incorporates five (5) indicators throughout that serve to identify areas tied to coursework where there is evidence of Conceptual Framework and goals assessment. The five indicators are: (a) Knowledge Base (CF1); Technological Learning Environment (CF2); Communication (CF3); Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5).

More information is available at this Web link: http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/accreditation/conceptual-framework.html

SHSU Dispositions and Diversity Proficiencies:
1. Demonstrates ability to be understanding, respectful, and inclusive of diverse populations. (CF3, CF5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.(CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF1, CF4)
4. Practices ethical behavior and intellectual honesty. (CF3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF3, CF5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF2)
11. The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses.

College of Education Information: Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will received one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response these surveys is critical to SHSU program excellence.

Course Expectations: Students will take the Texas Examination of Educator Standards (TExES) exam after completing the department comprehensive exam (i.e., CPCE). A free preparation manual for the School Counselor TExES exam can be found at the following link: http://cms.texes-ets.org/files/8314/5571/4274/school_counselor_152.pdf.

You are encouraged to use the preparation manual to prepare for the CPCE at the end of your program. Once you pass your comprehensive exam, your name will be added electronically to the list of students who will be permitted to receive a bar code to register for the TExES exam.

COURSE EVALUATION:

PROGRAM COMPONENT ACTIVITY (125 points): Design and deliver an activity directed at students at a designated grade level for the guidance curriculum or individual student planning component, or for an activity directed at an adult audience in the system support component. Your group will use the specified OPERATIONALIZING PROGRAM DELIVERY COMPONENTS form to document the process used to complete this assignment.

You will be assigned a Content Area from the Pre-K-12th Grade Program Development Guide: A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools that is an assessed need for your campus/community. Use this content area to select the goal and student competency indicator from the Pre-K-12th Grade Program Development Guide: A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools. Determine and articulate the grade level outcome you wish to see as a result of this activity (what you want students/adults to be able to know or do). Finally, determine the activity objective that will direct the student/adult learning.

Plan and design an activity that would provide students/adults with the desired learning outcome. Select the resources necessary to deliver the activity, and state these in the designated area of the OPERATIONALIZING PROGRAM DELIVERY COMPONENTS form. Deliver the activity to the class as if the class members were the grade level student or adult audience that has been identified for your presentation. You may also ask for class volunteers if your activity is directed at a smaller group of students. Your group will have twenty minutes to deliver the activity.

Criteria for Guidance/ Individual Student Planning Component	Points
Session demonstrates evidence of appropriate planning and preparation to support an effect presentation	35
Session facilitates student growth and goal attainment in educational, career, personal, and social development	10
Group uses accepted guidance/consultation theories and effective techniques to promote educational , personal, social development	20
Peer Evaluation of Collaborative Work Skills	15
Developed appropriate evaluation tool(s) (process, perception, outcome)	20
Collected and analyzed process, perception and outcome data (Need for session and Post-Presentation)	25

Criteria for System Support Component	Points
Conducted to increase effectiveness of student education and impact student success	35
Promoted understanding of student development, individual behavior, the student's environment, and human relationships	10
Provided professional expertise collaboratively to advocate for individual and specific groups of students	20
Peer Evaluation of Collaborative Work Skills	15
Developed appropriate evaluation tool(s) (process,perception, outcome)	20
Collected and analyzed process, perception and outcomedata(Need for session and Post-Presentation)	25

RESOURCE GUIDE (50 points): The purpose of this assignment is (a) to assist School Counseling Program students in utilizing investigational skills and (b) to develop a list of appropriate and diverse community-based referral sources for use with students and their families.

In groups, students will:
1. Identify two resources outside the school system to which they could refer students and/or their families facing one or more problematic issues. Students will use issues identified or discussed in class, or others assigned by the instructor.
2. Students will gather information about each of the referral sources they investigate, and list the information using the categories listed below in the Reporting Format.
3. Each student will visit at least one referral site and interview one staff member from that site. On a separate sheet of paper, provide a summary of interview results along with the other information collected about the site. The second site may be visited, or information may be gathered via phone conference or internet.

Reporting Format:
- AGENCY DATA (name, address, phone number)
- PROFESSIONAL PERSONNEL DATA (licensure/certification/other legal authorization and education of clinical staff (e.g., degrees, majors, previous clinical experience requirements)
- MISSIONSTATEMENT/ THEORETICAL BASE

- AREA(S) OF SERVICE(S) AND TOPIC(S) ADDRESSED BY AGENCY
- AGE GROUP(S) SERVED
- INTERVENTIONS USED (e.g., individual counseling, group, educational, consultation)
- FEES (e.g., schedule, sliding scale, insurance recognition such as Aetna)
- FUNDING SOURCES (e.g., City of Huntsville, United Way, etc.)
- SUMMARY OF LEARNING

Criteria	Points
Comprehensive listing of resources	20
Interview summary provided for visited site	10
Resources address the academic, career, andpersonal/social development of students	5
Current and complete contact information	10
Peer Evaluation of Collaborative Work Skills	5

SCHOOL COUNSELOR/PRINCIPAL INTERVIEWS PAPER (75 points): Schedule a face-to-face interview with a school counselor and principal who are practicing in the same school. This assignment is intended to help you learn about the school guidance and counseling program and the counselor's role(s). During the course of the conversation, ask both the counselor and principal to identify the priorities of the guidance and counseling program.

Use the following set of questions with both the school counselor and principal. Record their beliefs, thoughts, and feeling about:

The Counselor's Role
• What are the primary reasons the school has a "counselor"?
• Which clients have priority in the program?
• What are 3 (or more) top priority skills that students learn and/or use in the program?
• Are there differences in time spent among various kinds of guidance program activities? How does the school counselor account for the use of time?
• What specialized counseling skills and theories does the school counselor bring to the school setting?
• What are the priorities for the use of these specialized skills and theories?
• What kinds of leadership characteristics, if any, does the school counselor use to contribute to a positive learning environment?
• What are your ideas about the counselor's advocacy responsibilities?

For the school counselor only, continue the conversation using the following questions.

The School Guidance and Counseling Program
• Does the campus (or district) counseling program have a *written* mission statement? Program definition? Philosophy or rationale? Assumptions on which the program is based? If yes, what do these documents state? (If help is needed, you can use the following definitions.)
  - Mission Statement - briefly states the purpose of the guidance and counseling program.
  - Program Definition - provides detail about the program (who delivers it, what students can expect to get from the program, how the program services are delivered, etc.).

– Rationale or Philosophy - articulates why the program exists.
– Assumptions - beliefs on which the program is based (e.g., a statement of resources needed for the program to function, or a commitment to resources so the program can function).

• Does the campus (or district) program have a written plan for the delivery of services to students? If yes, please explain.

• Does the campus (or district) program clearly describe the services that students can expect from the program? If yes, please elaborate.

• Does the campus (or district) program define the role(s) of the school counselor? If yes, describe those roles.

• Does the campus (or district) program have a process for evaluating and improving guidance and counseling services to students? If yes, describe the program evaluation process.

• Does the campus (or district) program have a process for evaluating counselors' performance? If yes, is this process helpful for you?

Preparing the Written Report: Compare and contrast the counselor's responses from the principal's responses. From the comparisons, what accounts for the likeness or differences in response? What did you learn about the school guidance and counseling program from the interviews? No more than 4-5 pages typed.

Criteria	Points
Answered questions fully related to the counselor's role (Include at least questions outlined in the assignment)	20
Utilized APA format	10
Articulated the School Guidance and Counseling Program	20
Compared and contrasted fully and in-depth principal and counselor responses.	15
Answered questions identified in Written Report Instructions	10

PROGRAM FRAMEWORK PAPER (200 points): As a culminating semester activity, students (in groups) will develop and write their own comprehensive program framework utilizing the Texas Education Agency Model as a template.

Criteria for Program Framework Paper	Points
Details presenter information, community context, advisory committee members and Structural Components of Comprehensive Program	30
Outlines appropriate Program Planning including Desired Program Design Activities, Desired Program Balance Implementation, and a Sample Weekly Schedule	30
Includes a Counselor Position Guide including a Counselor Performance Evaluation, Specific Job Description, and an Organizational Chart	30
Defines Delivery System Components and Provides an Example of Each Component Activity	30
Provides a brief Program Evaluation Plan including how student outcomes will be improved using results, process, and perception data	30
Provides a Counselor Improvement Plan	30
Peer Evaluation of Collaborative Work Skills	20

PROFESSIONALISM AND PARTICIPATION (75 points):

Criteria for Participation and Professionalism	Points
Student is on time for class	20
Student turns in assignments on time	15
Student is prepared for class by having read the reading assignments.	10
Student contributes thoughtfully to class discussion	15
Student refrains from using phone in class	10
Student collaborates with other class members before asking professor	5

PEER EVALUATION OF COLLABORATIVE WORK SKILLS RUBRIC:

Group Member: _____

Established Standards	Proficient	Competent	Novice	Underperforming
Focused on task	Consistently stays focused on the task. Very self-directed	Focuses on the task most of the time. Group members can count on this person.	Focuses on the task some of the time. Other group members must sometimes remind the student to keep on-task.	Rarely focuses on the task. Lets others do the work.
Contributions	Routinely provides useful ideas. Contributions are clear and well organized.	Usually provides useful ideas. Contributions are mostly clear and organized.	Sometimes provides useful ideas. Contributions are not always clear or well organized.	Rarely provides useful ideas. Contributions are rarely clear or well organized.
Working with Others	Almost always listens to, shares with, and supports the efforts of others.	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others.	Rarely listens to, shares with, and supports the efforts of others.
Attitude	Never is publicly critical of the project or the work of others.	Rarely is publicly critical of the project or the work of others.	Occasionally is publically critical of the project or the work of others.	Often is publically critical of the project or work of others.

Course Evaluation:

75 pts.	Attendance, Professionalism, and Participation
	(See Attendance Policy for details)
100 pts.	Quizzes (5-20 points each)
125 pts.	Program Component Activity
50 pts.	Resource Guide
75 pts.	Paper: School Counselor/Principal Interviews
200 pts.	Paper: Program Framework
625 pts.	TOTAL POSSIBLE FOR ALL ASSIGNMENTS

Grade Determination:

A = 563 – 625
B = 500 – 562
C = 438 – 499
F = 437 and below

COURSE SCHEDULE:

Date	Due in Class	Class Topics/Activities	Assignment(s) for Next Class
8/23		Discussions: – Introduction to the course – Review syllabus	– Gysbers & Henderson Ch. 1 – ACA Website: Divisions – TCA Website: Divisions – Quiz 1 – TED Talk: _____
8/30		Discussions: – History and development of the counseling profession and professional associations – Quiz 1: Orientation – Counselor/Principal Interview assignment *Pertinent readings:* – *G&H Ch. 1*	– Review ACA Ethical Code and ASCA Ethical Standards – TED Talk: _____
9/6		Discussions: – Characteristics of effective school counselors – Quiz 2: History of Counseling – Resource Guide assignment *Pertinent readings:* – *ACA Code of Ethics* – *ASCA Ethical Standards*	– Quiz 2 – Gysbers & Henderson Ch. 9, 10 – TEA Guide: Section III – TEMPSC II

9/13		No formal class meeting, but the classroom will be open for use. Activities: − Group task: Work on Resource Guide − Individual task: Work on Counselor/Principal Interview paper	− Review reading material from previous week
9/20	Counselor/ Principal Interview Paper	Discussions: − School Counselor Performance Standards − School Counselor Evaluation Process *Pertinent readings:* − *G&H Ch. 9, 10* − *TEA Guide: Section III* − *TEMPSC II*	− Gysbers & Henderson Ch. 2, 3 − TEA Guide: Sections I & II − ASCA Model − Quiz 3
9/27		Discussions: − Introduction to the Comprehensive Guidance Program Model and content − Quiz 3: School counselor competencies *Pertinent readings:* − *G&H Ch. 2, 3* − *ASCA Model* − *TEA Guide: Sections I & II*	− Gysbers & Henderson Ch. 4, 5, 6 − TEA Guide: Sections III & IV
10/4		Discussions: − Designing a comprehensive and developmental guidance and counseling program *Pertinent readings:* − *G&H Ch. 4, 5, 6* − *TEA Guide: Sections III & IV*	− Gysbers & Henderson Ch. 7, 8 − TEA Guide: Sections III & IV
10/11		Discussions: − Guidance and counseling program delivery components operational	− Gysbers & Henderson Ch. 7, 8 − TEA Guide: Sections III &

		definitions (program activities)	IV
		Presentations: − Demonstration of Guidance Curriculum implementation by area school counselors *Pertinent readings:* − *G&H Ch. 7, 8* − *TEA Guide: Sections III & IV*	
10/18	Resource Guide	Discussions: − Guidance and counseling program delivery components operational definitions Presentations: − Demonstration of Individual Planning and System Support implementation by area school counselors *Pertinent readings:* − *G&H Ch. 7, 8* − *TEA Guide: Sections III & IV*	− Quiz 4 − Gysbers & Henderson Ch. 7, 8 − TEA Guide: Sections III & IV
10/25		Discussions: − Guidance and counseling program delivery components operational definitions − Quiz 4: Comprehensive Guidance and Counseling Program − Program components assignment Presentations: − Demonstration of Responsive Services implementation by area school counselors (K-5) *Pertinent readings:* − *G&H Ch. 7, 8* − *TEA Guide: Sections III & IV*	− Gysbers & Henderson Ch. 7, 8 − TEA Guide: Sections III & IV
11/1		Group Task: − Operationalizing the Service Delivery components: Planning a	− Gysbers & Henderson Ch. 7, 8 − TEA Sections III & IV

		Program Delivery activity *Pertinent readings:* *− G&H Ch. 7, 8* *− TEA Guide: Sections III & IV*	
11/8	Program Component Activity	Presentations: − Program component activities *Pertinent readings:* *− G&H Ch. 7, 8* *− TEA Guide: Sections III & IV*	
11/15		**TCA Conference:** No formal class meeting. Individual Tasks: − Quiz 5 − Read Dinkmeyer, Carlson, & Michel Ch. 3 − Read Gysbers & Henderson Ch. 10, 11 − Read Dimmitt, Carey, & Hatch Ch. 8	
11/22		**Thanksgiving Holiday**	
11/29		Discussions: − Introduction to consultation − Program evaluation	
12/6	Program Framework Paper	**Final Class Meeting** Discussions: − Program Frameworks *Pertinent readings:* *− G&H Ch. 9, 10*	

COURSE POLICIES

Detailed descriptions of SHSU's *Syllabus Guidelines,* as well as links to specific university policies and procedures, are available online at: www.shsu.edu/syllabus/.

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including, but not limited to, cheating on an examination or other academic work that is to be submitted, plagiarism, collusion, and the abuse of resource materials. For a complete listing of the university policy, see the Dean of Students Web page: http://www.shsu.edu/dept/dean-of-students/index.html. Students violating the APA 6th Edition Style Manual guidelines for plagiarism will, on the first occasion, earn a grade of zero for the applicable assignment. A second instance of plagiarism will cost a letter grade deduction from the overall class grade. A grade of F for the class will be applied to a third offense.

Student Absences on Religious Holidays: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. See *Student Syllabus Guidelines* for more information.

Students with Disabilities: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs or be subjected to discrimination. Students who have disabilities that might affect academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936- 294-3786, and e-mail disability@shsu.edu). Then, they should make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. For a complete listing of the university policy, see: http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf.

Visitors: Only registered students may attend class. The professor can make exceptions on a case-by-case basis. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Professionalism: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Points for professionalism may be deducted for any unprofessional and/or inappropriate acts including, but not limited to frequent tardiness and/or absences; texting and/or talking in class; unethical actions; lack of involvement in reflection; or disrespectful behavior towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direction. Seventy-five points

of your overall grade for this course are associated with professionalism; therefore, your grade may be lowered based upon your actions.

Cell Phones: Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be either used or viewed during examination times. Please return phone calls and texts to others during the scheduled break, not during class. Professionalism points will be deducted for failure to adhere to this requirement. For more information about SHSU's cell phone policy, see Academic Policy Statement 100728 at: http://www.shsu.edu/dotAsset/6d35c9c9-e3e9-4695-a1a1-11951b88bc63.pdf.

Recordings: Students who wish to record lectures or class content must request permission from the professor prior to doing so. The nature of counselor preparation courses is such that students might sometimes share personal information, or the personal information of others who contribute to their assignments (e.g., volunteers for assessment instruments, interviews, and other practice activities). This requires that we respect the privacy of clients/students and volunteers. Therefore, students must secure permission from the professor prior to recording lectures and classroom discussions/activities. If the professor does grant students permission to record, students must cease taping when fellow students share personal or confidential information during class. In addition, in order to promote an academic atmosphere of trust, respect, and safety, students may not take pictures or make videos with cell phones or other electronic or mechanical devices without the permission of the professor and fellow students who would be included in those photos and/or vidoes.

Counselor Education Attendance Policy: (1) During fall and spring semesters, the first absence is excused. (2) With the second absence, a drop of one letter grade will occur unless the student writes a letter to the Counselor Education Faculty explaining the extenuating circumstances for *BOTH* absences. The Faculty will discuss the letter in a meeting and will decide if the letter grade drop will occur or if the student is excused from that action. (3) For each subsequent absence, a drop of a letter grade will occur.

Make-up Work: Late work will only be accepted in RARE emergency situations at the discretion of the instructor. Students who do not attend a class are still responsible for completing assignments given or due on that day.

Assignments: All assignments are graded on how well they address the requirements of the assignment. The quality of your work will reflect the amount of effort that you invest in it. **Work must be typed: Times New Roman, 12-point font, one inch margins. No handwritten assignments accepted.**

Syllabus Change: I reserve the right to make changes as necessary to this syllabus. If changes occur during the term of the course, then I will immediately notify you of the changes either via your SHSU email or in person at the next class.