



**James I Perkins College of Education  
Human Services Department  
Counselor Education Program  
COU 534 – School Counseling Programs  
Fall 2019**

**Course Credits:** 3 hours  
**Instructor:** Le'Ann L. Solmonson, Ph.D., L.P.C.-S  
**Office:** Human Services Building, Room 228  
**Office Hours:** Tuesday 1:00 – 4:30  
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**Course Description:**

An in depth study of the role and responsibilities of the professional school counselor will be provided. The course is designed to provide students with practical experience in needs assessment, program development and implementation, and program evaluation. Students will understand the role of the school counselor as an educational leader and advocate for social justice in the school setting.

**Course Justification:**

This online course spans 15 weeks. The course contains extensive written content that includes the same information received by students in a face-to-face lecture course . Students are required to engage with the online modules for at least three hours per week. Textbook and other readings are woven into the content to support key concepts. In addition, students are required to complete multiple writing assignments that evaluate their ability to think, interpret, and consider multiple outcomes. For every hour a student spends engaging with the content, he/she spends at least one hour completing associated activities and assessments. The student is required to conduct two needs assessments in a school and develop and implement a Response to Intervention project in the school setting. There will be one two hour synchronous session required.

**Text/Readings:**

**REQUIRED:**

Dollarhide, C. T. & Saginak, K. A. (2017). *Comprehensive school counseling programs: K-12 Delivery Systems in Action (3rd ed.)*. Upper Saddle River, NJ: Pearson. ISBN 9780137051991

Texas Education Agency (2017). *The Texas model for comprehensive school counseling program* (5<sup>th</sup> ed.). Austin, Texas: Texas Education Agency.

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail [SFALiveText@sfasu.edu](mailto:SFALiveText@sfasu.edu).

**Failure to complete LiveText assignments will result in a grade of WH in the course.**

### **Course Objectives/Intended Learning Outcomes:**

Through the activities and objectives in COU 534 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, COU 534 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University, which is aligned with the counseling curriculum, clinical experiences, and assessments.

### **Program Learning Outcomes**

#### ***Professional Orientation and Ethical Practice (CACREP 2.F.1)***

Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

#### ***Social and Cultural Diversity (CACREP 2.F.2)***

Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

#### ***Human Growth and Development (CACREP 2.F.3)***

Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

#### ***Career Development (CACREP 2.F.4)***

Students are able to utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

#### ***Counseling and Helping Relationships (CACREP 2.F.5)***

Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

***Group Counseling and Group Work (CACREP 2.F.6)***

Students demonstrate competency in preparing and facilitation of group counseling.

***Assessment and Treatment Planning (CACREP 2.F.7)***

Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

***Research and Program Evaluation (CACREP 2.F.8)***

Students will demonstrate an understanding of research methods to inform evidence-based practice.

This course is designed to meet **CACREP, SBEC, and CAEP standards** as described in the following matrix:

<b>Objectives/Learning Outcomes</b>	<b>Method of Instruction</b>	<b>Performance Assessment</b>	<b>Standards</b>
Understands models of school counseling programs	Lecture, textbook	Comprehensive Program Project	CACREP SCH G.1.b SBEC 239.15.b.7, c.1-13, 17 CAEP A.1,3
Understands school counselor roles as leaders, advocates, and systems change agents in P-12 schools	Lecture, journal articles, Class activities	Leadership Paper	CACREP SCH G.2.a SBEC 239.15.b.15 CAEP A.1,3
Articulates school counselor roles in school leadership and multidisciplinary teams	Lecture, journal articles	Leadership Paper	CACREP SCH G.2.d SBEC 239.15.b.15 CAEP A.1,3
Articulates qualities and styles of effective leadership in schools	Lecture, journal articles, Class activities	Leadership Paper	CACREP SCH G.2.j
Demonstrates development of school counseling program mission statements and objectives	Lecture, textbook, model guides	Comprehensive Program Project	CACREP SCH G.3.a SBEC 239.15.d.7
Demonstrates design and evaluation of school counseling programs	Lecture, textbook, model guides	Comprehensive Program Project	CACREP SCH G.3.b
Understands core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Lecture, textbook, model guides	Comprehensive Program Project	CACREP SCH G.3.c
Understands approaches to increase promotion and graduation rates	Lecture, journal articles, Class activities	Comprehensive Program Project	CACREP SCH G.3.i

Identifies strategies to promote equity in student achievement and college access	Lecture, journal articles, Class activities	Comprehensive Program Project	CACREP SCH G.3.k SBEC 239.15.b.3-4,12
Identifies techniques to foster collaboration and teamwork within schools	Lecture, journal articles, Class activities	Leadership Paper	CACREP SCH G.3.1 SBEC 239.15.d.1
Demonstrates use of accountability data to inform decision making	Lecture, Class activities	TAPR Report Analysis	CACREP SCH G.3.n
Demonstrates use of data to advocate for programs and students	Lecture, Class activities	TAPR Report Analysis	CACREP SCH G.3.o

### **COURSE REQUIREMENTS:**

Grades will be assigned based on the quality of each student's fulfillment of the following requirements. Rubrics will be provided for all activities in which students receive points.

1. **Online Activities:** each student is expected to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstration and experiential activities). *Class attendance is presumed and will affect the total number of points earned. A maximum of 1 absence will be allowed, after this your overall grade for the course can be dropped by one letter grade. For the purpose of online instruction, failure to participate in a discussion will be considered an absence.*
2. **Program Development :** Student will engage in the components related to program development including a needs assessment, program development, and evaluation.

**Foundations Document** Students will create a School Counseling Foundations document that will include a vision statement, mission statement, assumptions statements, and a rationale

**Needs Assessment** Students will complete 2 needs assessments on their campus. Students who are already working as a school counselor will complete 1 needs assessment and a time study. Data from assessments will be compiled and analyzed.

**TAPR Social Justice Audit:** each student will obtain a copy of the TAPR report for their campus and complete a review from a social justice standpoint.

**Program Goals:** Students will utilize needs assessment data to write goals and objectives for a comprehensive school counseling program.

**Professional Presentations:** Students will develop a parent education session or professional growth session to be implemented on their campus

**Classroom Guidance Lesson:** Students will design a classroom guidance lesson to address one of the required topics of the Texas Model Guide.

**Small Group Curriculum:** Students will work in groups to design a small group curriculum addressing one of the prevention and intervention topics.

3. **Leadership Paper:** Students will write a paper exploring your own leadership experience and style, your experience with educational leaders, and the role of the professional school counselor in educational leadership.
4. **Action Research:** Students will gather relevant data before and after services provided to individuals and groups served in those assignments. The student will evaluate the data to determine effectiveness of interventions.

### Evaluation & Assessments:

Online Activities	220	<b>Grades:</b> A = 900-1000 points B = 800-899 points C = 700-799 points F = 699 or below
Program Development	480	
Leadership Paper	100	
<u>Action Research</u>	<u>200</u>	
Total points possible	1000	

### Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

### Student Ethics and Other Policy Information:

**Attendance** - Attendance is expected and presumed to be evidenced by consistent participation in the online course. Failure to participate in a discussion will be considered an absence. Two absences will result in one letter grade reduction.

**Students with Disabilities** - To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation

and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

**Academic Integrity** - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

#### *Definition of Academic Dishonesty*

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic\\_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

<http://www.msresource.com/format.html>

<http://owl.english.purdue.edu/owl/printable/589/>

**Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points. I have gone to great lengths to explain plagiarism in the Getting Started module in order to prevent you from making an unintentional mistake.**

#### **Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade

automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

### **Classroom Etiquette**

Respect and professionalism are expected in the online environment.

### **To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/) <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

DATE	TOPIC	Readings	ASSIGNMENTS	Points	Due Date *
8/26	Introduction to the Course	Module content	Introductory Discussion	10	8/29
9/2	The Professional School Counselor	Chapters 1-2 in text Module content Articles: <i>Four Critical Domains of Accountability for School Counselors</i>  <i>Principals' Perceptions of Elementary School Counselors' Role and Functions</i>	Compare and Contrast Competencies School Counselor Perceptions Discussion	30 10	9/5
9/9	Research in School Counseling	Module content Articles: <i>Action Research and School Counseling: Closing the Gap Between Research and Practice</i>  <i>Guiding School Improvement with Action Research</i>  <i>Practitioner Inquiry: A Method to Advocate for Systemic Change</i>	Action Research Topics Discussion	10	9/12
9/16	The Professional School Counselor as	Chapter 5 in text Articles: <i>Counselors as Leaders in Schools</i> article	Advocacy Discussion Leadership Paper Research Question Discussion	10 100 10	9/19



	an Educational Leader	<p><i>Secondary School Counselors as Educational Leaders</i> article</p> <p><i>Advocacy Competencies for Professional School Counselors</i> article</p>			
9/23	Models of Comprehensive School Counseling Programs	<p>Chapters 3-4 in text Texas Model</p> <p><i>ASCA Position Statement</i></p> <p><i>Comprehensive School Counseling Programs, Job Satisfaction, and the ASCA National Model</i> article</p> <p><i>An Investigation of Comprehensive School Counseling Programs and Academic Achievement in Washington State Middle Schools</i> article</p>	<p>Comparing and Contrasting Models Comprehensive Programs Discussion Literature Review Discussion</p>	<p>30</p> <p>10</p> <p>10</p>	9/26
9/30 & 10/7	Foundations of a Comprehensive School Counseling Program	<p>Chapter 6 in text Section III of Texas Model</p>	<p>Sample Mission Statement Discussion Mission Statement</p>	<p>10</p> <p>10</p> <p>10</p>	<p>10/3</p> <p>10/3</p> <p>10/3</p>

			Interventions and Data Collection Discussion Program Definition Program Rationale Program Assumptions	10 10 10	10/10 10/10 10/10
10/14	Needs Assessments	Articles: <i>Making Data Work</i> <i>Demystifying Data</i>	Needs Assessments** TAPR Social Justice Audit	50 50	10/17
10/21	Data Driven Goals	Collaborate Session <i>Beliefs and Practices of School Counselors Who Use Data to Implement a Comprehensive School Counseling Program</i> article	Program Goals	30	10/24
10/28	Delivery Systems	Chapters 7-9 in text Section IV & V of Texas Model	Conceptual Model Discussion Non-counseling Duties Assignment	10 30	10/31
11/4 & 11/11	Program Development		Goal 1 Activities Goal 2 Activities Goal 3 Activities Summary Table	50 50 50 10	11/7 11/7 11/14 11/14
11/18	Program Evaluation	<i>Accountability: A M.E.A.S.U.R.E. of the Impact School Counselors Have on Student Achievement</i>	MEASURE Plan	40	11/21
11/25	THANKSGIVING HOLIDAY				

12/2	Marketing Your Program		MEASURE Report Comprehensive Program	40 100	12/5 12/5
12/9	Final Projects		RTI Paper	200	12/12

**\*All discussions will close at 8:00 pm. Initial posts are expected to be completed 24 hours prior to the post closing. Posting after that time will result in a deduction of points.**

**Assignments are due by 11:59 pm.**

**\*\*Completed data summaries will be due on the date of the Zoom session.**

## RESPONSE TO INTERVENTION PROJECT

The purpose of Action Research is to engage in a formal process to determine the effectiveness of counseling interventions. For this project, you are to identify a problem or issue on your

school campus and design an intervention to address it. The problem can be working with an individual student, a group, or on a grade level or campus wide issue. For the project, you will need to take the following steps:

1. Identify the problem – the problem must be related to school counseling and not something that would be within the realm of responsibilities of a teacher (no TAKS tutoring)
2. Research the problem from a professional standpoint – what does the research say would be an appropriate intervention?
3. Collect data related to your problem – grades, attendance, homework completion rates, discipline referrals, etc.
4. Design your intervention based upon what the research indicated would be appropriate.
5. Prepare and present in class your research project proposal.
6. Implement your intervention and document what you have done.
7. Collect data following the intervention
8. Analyze your data and compare it with pre-intervention data
9. Determine whether what you did was effective or not.
10. Reflection on what was or was not successful.
11. Write a paper presenting all of the above.

For your proposal:

1. Present your topic and why it is an issue that needs to be addressed
2. Describe the sample population
3. Include a minimum of 2 journal articles that discuss the issue
4. Identify the data you will collect prior to the intervention
5. Describe the intervention
6. Identify the data you will collect to determine effectiveness

The paper will be written like a research article in a professional journal. You need to use APA format. It should have the following sections:

- Introduction with statement of the problem including pre-intervention data
- Review of Literature
- Methodology for intervention
- Results with post-intervention data
- Discussion of the project