Course Change Request

Date Submitted: 01/28/18 10:19 am

Viewing: CPSY 630 : Foundations of School Counseling

Last edit: 02/04/18 5:00 pm
Changes proposed by: gbyrns

Catalog Pages referencing this course:
- CPSY - Counseling Psychology
- Department of Educational Psychology

Other Courses referencing this course:
- As A Banner Prerequisite:
  - CPSY 602 : School Counseling Theories and Techniques

Faculty Senate Number

Contact(s)

<table>
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<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
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Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: CPSY  
Course number: 630

Department: Educational Psychology
College/School: Education & Human Development

Effective term: 2018-2019

Complete Course Title:
- Foundations of School Counseling

Abbreviated Course Title:
- FOUND OF SCHOOL COUNSELING

Catalog course description:
- Philosophical, psychological, and sociological concepts fundamental to counseling in schools.

Prerequisites and Restrictions:
- Graduate classification; Approval of department head.

Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No
Crosslisted With
Stacked: No
Stacked with
Semester: 3  |  Contact Hour(s): 3  |  Lecture: 3  |  Lab: 0  |  Other: 0  |  Total: 3  
Credit Hour(s): 3  (per week):  
Repeatable for credit?: No  
Three-peat?: No  
CIP/Fund Code: 1311010004  
Default Grade Mode: Letter Grade(G)  
Alternate Grade Modes: Satisfactory/Unsatisfactory  
Method of instruction: Lecture  
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education): Yes  

Learning Outcomes  
Meets traditional face-to-face learning outcomes.  
Describe how learning outcomes are met or provide justification why they are not met.  
Distance ed objectives are the same as objectives in face-to-face course  

Hours  
Meets traditional face-to-face hours.  
Describe how hours are met or provide justification why they are not met.  
Professor holds weekly office hours and is available by appointment  
Will this course be taught as a distance education course?: Yes No  
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.: Yes No  
Is 100% of this course going to be taught in Texas?: Yes  
Will classroom space be needed for this course?: No  
This will be a required course or an elective course for the following programs:  
Required (select program)  
Elective (select program)  

Course Syllabus

Syllabus: Upload syllabus  
Upload syllabus: CPSY 630 Foundations syllabus 18 (00000002).pdf  
Letters of support or other documentation: No  

https://nextcatalog.tamu.edu/courseleaf/approve/  
2/3
Additional information
Reviewer Comments
Reported to state?  No
CPSY 630 FOUNDATIONS OF SCHOOL COUNSELING
SUMMER I 2018

Instructor: Lizette Ojeda, Ph.D.  
Class Location: Online via eCampus  
Contact: LizetteOjeda@tamu.edu

TA: TBD  
Contact:  
Office Hours: Monday-Friday 4-5pm via google hangouts or by appointment

COURSE OBJECTIVES

The purpose of this course is to learn about philosophical, psychological, and sociological concepts fundamental to counseling in schools, the various roles of the professional school counselor, and the various professional issues related to school counseling.

Students will be able to demonstrate an understanding of the:

- role, function, and professional identity of the school counselor
- strategies of leadership designed to enhance the learning environment of schools
- knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede student academic, career, and ethical and legal considerations related specifically to the practice of school counseling
- advocacy for all students and for effective school counseling programs
- integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K--12 students in maximizing their academic, career, and personal/social development
- methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs
- knowledge of prevention and crisis intervention strategies
- consultation strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children
- knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs

COURSE FORMAT

This online asynchronous course is accessible on eCampus: http://ecampus.tamu.edu

Course content will be divided into 5 weeks consisting of readings, quizzes and assignments. All assignments will be submitted through eCampus.
STUDENT EXPECTATIONS

- Read assigned readings for each week.
- Check eCampus daily for any changes, updates, or announcements.
- Complete all assignments on your own and on time.
- Write coherently, checking for grammar and sentence structure. (This is very important for communication given the online nature of the course.)
- Respond to TA/instructor’s inquiries in a timely manner.

LATE WORK: Only late work submitted with documentation of a University excused absence will be considered. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

INSTRUCTOR – STUDENT CONTACT

For technology-related concerns, contact the TA.

You can email the instructor as needed or engage in chat via google hangouts during office hours Monday through Friday 4-5pm or by appointment. Office hours are made available to answer any questions, concerns, and to provide guidance and feedback on assignments.

You should hear back from either the TA or instructor within 24hrs Monday-Friday. If you do not hear back by then, please make contact again in case your email was lost.

REQUIRED READINGS

Text:


Articles available on eCampus:
The ASCA National Model
Ethical Standards for School Counselors
ASCA School Counselor Competencies

TECHNOLOGY REQUIREMENTS

To effectively participate and maximize the benefits of your instruction, students enrolling in distance learning courses should (a) make sure their browser is compatible, (b) update their Java, (c) make sure they have the latest version of Adobe Flash Player, and (d) install Quicktime to view .mp4 files.
You can find compatibility information and links to the other software on this page: https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Instructor/010_Browser_Support/015_Browser_Support_for_SP_13
Alternatively, you can go to ecampus.tamu.edu and click "Check Browser Support" under the login button.

- link to download or update Java: https://www.java.com/en/download/
- link to download or update Adobe Flash Player: http://get.adobe.com/flashplayer/
- link to download and install Quicktime: http://www.apple.com/quicktime/download/

ASSISTANCE WITH TECHNOLOGY

For eCampus/technology assistance:

Option 1: Go to http://its.tamu.edu/About/Contact_Us.php. You will then have several choices, including filling out an online form, searching FAQs, instructions on going to an on campus lab for help
Option 2: For help on-line go to (itshelp@tamu.edu)
Option 3: For live assistance, call the TAMU Instructional Technology help desk at (979) 458-3417.
Option 4: Go to http://ecampus.tamu.edu and select Help → Student Help near the top of the page. You will then have several choices, including searching FAQs, emailing the Student Help Desk (helpdesk@tamu.edu), or calling the eCampus help desk (anytime—24/7) at 979-845-8300.
Option 5: Contact the Technical Graduate Assistant for the course
ASSIGNMENTS
Refer to grading rubrics found on eCampus for information on how each assignment will be graded.

1. **Quizzes**

There will be a total of 4 quizzes each containing 15 multiple-choice questions based on your chapter readings. You will have 30 minutes to complete a quiz once you start it. Quizzes are open book and can only be taken once. However, no collaborative work is allowed. Doing so will be considered cheating and may result in failing the course. You will be able to view the correct answers once the quiz due date and time has passed. **Late quizzes will not be accepted. If you attempt to submit a quiz passed 5:00:00pm, eCampus will not let you submit even if it is just one second past due.**

2. **Film Analysis**

View one of several pre-approved relevant school counseling films available online (see instructions for access below). Next, write a reflection paper in which you synthesize and analyze your observations of relevant school counseling issues in the film. Your reflection must address the following 5 domains: academic, career, social, emotional, and ethics (see below for descriptions). Provide implications for your observations and how you would address the issues in each domain, either by decreasing the negative impact or increasing the positive effect of a given issue on the student(s). Consult and cite the literature to support your thoughts, identified implications, and suggested resolutions.

Description of domains:

- **Academic** - Attitudes, knowledge, and skills that contribute to the effective learning in school and across the lifespan. Positive or negative factors that may affect academic development.

  For example, what kind of issues did you see that affect the education of the student(s) in the film? For instance, perhaps there is high teacher turnover that disrupts learning. What are the implications of the issue and how would you address it?

- **Career** - Skills that aid in career decision, strategies to achieve career goals, understanding of the relationship between personal qualities, education, training, and work. Long and short term career goals. Potential barriers students may encounter in their career development.

  For example, what kind of issues did you see that affect the future career opportunities of the student(s) in the film? For instance, perhaps working after school is necessary and takes away time from engaging in extracurricular
activities that promote career discovery. What are the implications of the issue and how would you address it?

**Social** - Attitudes, knowledge, and interpersonal skills that affect students in understanding and respecting themselves and others. Environmental and societal issues.

For example, what kind of issues did you see that affect the social belongingness of the student(s) in the film? For instance, perhaps there is the presence of discrimination or bullying. What are the implications of the issue and how would you address it?

**Emotional** - Psychological factors that either enhance or hinder overall development.

For example, what kind of character or personality traits did you see that affect the overall development of the student(s) in the film? For instance, perhaps the student has low self-esteem or perhaps is resilient. What are the implications of the issue and how would you address it?

**Ethics** - Ethical and legal considerations specifically related to school counselors.

For example, what kind of potential ethical issues did you see in the film? For instance, perhaps interactions between students and teachers brought ethics into question. If there is no blatant ethical issue, what observation in the film could have the potential to develop into an ethical issue? What are the implications of the issue and how would you address it?

The above examples are just that, examples. You should not copy these but rather come up with your own observations in your selected film. These examples are provided as ideas of what is asked for in the film analysis.

Your film analysis should be well-articulated and well-written in 4-6 single-spaced pages, 12 font Times New Roman, 1-inch margins, and checked for spelling and grammar. It should be organized with subheadings for each domain. Provide references in APA 6th edition format. **Points are deducted if format is not followed. Remember the late work policy.**

**Instructions for Accessing Films**

A) Go to mediamatrix.tamu.edu
B) Log in with your NetID and Password. This is the same Login information you use for your e-mail.
C) Once you are logged in, you should see the list of films available for you to watch. You can then choose the film you will select for your assignment.

3. **Professional Self Analysis**

The purpose of this project is to understand your role as a school counselor using the insights you have gained from readings and self-reflection. Areas to address should include:

1) What are the a) structural (e.g., limited funds), b) environmental (e.g., low-income community), and c) personal barriers (e.g., time management difficulties) you may encounter as a school counselor and how will you attempt to address each?  
(Note an example for each type of barrier was provided for your information, but please discuss barriers that are relevant specifically to you.)

2) What external (i.e., within the work environment) and internal (i.e., within yourself) resources would you need to be successful as a school counselor and how will you attempt to acquire them?
3) What particular area of expertise do you want to develop and why?

Your professional self-analysis should be well-organized with headings and subheadings for each of the content areas. It should be well-articulated and well-written in 3-4 single-spaced pages, 12 font Times New Roman, 1-inch margins, and checked for spelling and grammatical errors. Points are deducted if format is not followed. Remember the late work policy.

4. Portfolio & Brochure

The purpose of this project is to help you gain knowledge on how to design, implement, manage, and evaluate programs that enhance students' academic, career, emotional and social areas of development. The portfolio must focus on a school program you would create for each of the following domains: academic, career, social, and emotional. All programs must be evidence-based school counseling programs. Address the following areas for each of the 4 programs:

1) Program Design: What program would you design and why? What group would the program target? (e.g., at risk youth, girls, gifted students, students with special needs). How would you design and implement the program?

2) Resources Needed: What resources would you need to implement the program and why?

3) Program Evaluation: How would you assess the success of the program?

The portfolio should be well organized with subheadings for each of the 4 domains. It should be well articulated in 3-4 single-spaced pages total, 12 font Times New Roman, 1-inch margins, and checked for spelling and grammar.

The brochure should be a 1-page visual depiction of your programs and services as discussed in the portfolio that address each of the 4 domains. Points are deducted if format is not followed. Remember the late work policy.

5. Discussion Board

Each week, the instructor will post a discussion prompt on the discussion board to facilitate dialogue on the topic assigned for each week. You must post at least once each week as well as respond to at least one peer's post on the discussion board each week. Posts must demonstrate critical thought, meaningful, and in-depth discussion. Do not provide surface level or vague commentary. Think of the discussion board as an online version of the discussion that typically occurs in a traditional face-to-face course with the instructor and other students.
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<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>4 Quizzes</td>
<td>20</td>
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<tr>
<td>Film Analysis</td>
<td>20</td>
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<tr>
<td>Professional Self Analysis</td>
<td>20</td>
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<tr>
<td>Portfolio &amp; Brochure</td>
<td>20</td>
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<tr>
<td>Discussion Board</td>
<td>20</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**Grades by Percentage Points:** A = 90 – 100; B = 80 – 89; C = 70 – 79; F = 69 & below
<table>
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<tr>
<th>WEEK</th>
<th>TOPICS &amp; READINGS</th>
<th>ASSIGNMENTS DUE FRIDAYS 5PM CST**</th>
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<tr>
<td><strong>Week 1</strong></td>
<td>Foundations of School Counseling</td>
<td>Quiz 1</td>
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<tr>
<td>May 30-</td>
<td>Chapters: 1, 2, 3 Article: The ASCA National Model</td>
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<td>June 2</td>
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<td><strong>Week 2</strong></td>
<td>Assessment &amp; Research; Group &amp; Individual Counseling</td>
<td>Quiz 2</td>
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<td>June 5-9</td>
<td>Chapters: 4, 5, 6 Article: Ethical Standards for School Counselors</td>
<td>Film Analysis</td>
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<td><strong>Week 3</strong></td>
<td>Crisis Counseling; Career Counseling; Academic Achievement</td>
<td>Quiz 3</td>
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<td>June 12-16</td>
<td>Chapters: 7, 8, 9 Article: ASCA School Counselor Competencies</td>
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<td><strong>Week 4</strong></td>
<td>Developmental &amp; Multicultural Issues; Advocacy, Leadership, &amp; Consultation</td>
<td>Quiz 4</td>
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<td>June 19-23</td>
<td>Chapters: 10, 11, 12</td>
<td>Professional Self Analysis</td>
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<td><strong>Week 5</strong></td>
<td>No Readings. Final Project Week</td>
<td>Portfolio &amp; Brochure</td>
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<td>June 26-30</td>
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*This is a tentative course outline and may be subject to change.

**All assignments are due on Fridays by 5:00:00pm CT. Remember the late work policy.
ACADEMIC INTEGRITY

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information visit: http://www.tamu.edu/aggiehonor

SCHOLASTIC DISHONESTY

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the current issue of the Texas A&M University Student Rules, under the section, “Scholastic Dishonesty.”

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu..