

# PVAMU Course Syllabi – Whitlowe R. Green College of Education

## Spring 2013

Course Title: Organization and Administration of Guidance Programs  
Course Prefix: CNSL Course No.: 5003 – CRN-21862

Section  
No.:N01

Department of Educational Leadership and Counseling | College of Education

Instructor Name: *F.A. White*  
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P.O. Box 519  
Mail Stop 2420  
Prairie View, TX 77446

Office Hours: | NW Campus: Mon 1-4; Main Campus 10-12 & 1-4; Th 10 -12, & 1-4. Sat by appointments  
Virtual Office Hours: |

Course Location: | Spring 2013

Class Meeting Days & Times: |

Catalog Description: | This course is designed to introduce the student to guidance and counseling programs in schools community, private practice and faith-based agencies. Emphasis will be on the TeXes test framework for field # 152- School Counselor. This course will also cover the history, philosophy and development of comprehensive developmental guidance program; programmatic activities and delivery; organizational and administrative programs; organizational and administrative patterns and the interrelationship of the educational and human service agencies.

Prerequisites: | None

Co-requisites: | None

**Required Text:** Rankin, Pat. Pass the TEXES School Counselor #152. Ed Publishing at [www.passthetexas.com](http://www.passthetexas.com)  
Phone: (972) 578-1922. \$39.95 (a copy of the text will be on reserve in the library)  
  
A Model Comprehensive Developmental Guidance & Counseling Program for Texas Public Schools 4<sup>th</sup> edition, Pre-K-12 Program Development Guide, Texas Agency, 1701 North Congress Avenue, Austin, Tx 78701  
  
I Read Book: Spring 2013 Johnson, S. (2010). The Present: The gift for Changing Times, Broadway Books, New York, NY. ISBN 978-0-307-71954-6  
ISBN: 978-0-307-71954-6

### House Bill 2504

**Please Note:** House Bill 2504 does allow students the choice not to purchase the class textbook(s). Student's have the choice of using alternative methods to access textbook information (internet websites, books on reserved at the library, etc). Students are required and held accountability to complete all assignments as noted in the syllabus.

**Alternative sources for textbooks:** Half.com; Amazon.com; Chegg.com

**Recommended Text/Readings:** |

**Access to Learning Resources:***PVAMU Library:*

phone: (936) 261-1500;

web: <http://www.tamu.edu/pvamu/library/>*University Bookstore:*

phone: (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>*Alternative sources for textbooks:***Half.com; Amazon.com; Chegg.com****Course Goals or Overview:**

The goal of this course is to...

Describe the role of the counselor in Texas schools and community agencies.

Examine ethical standards for school and community counseling.

Identify materials used by school counselors and community counselors.

Link course content to TExES competencies for School Counselors as found at

<http://www.sbec.state.tx.us>**Course Outcomes/Objectives****At the end of this course, the student will**

- 1 Identify major forces contributing to the guidance movement.
- 2 Classify and discuss at least five philosophical concepts in guidance.
- 3 Develop a personal philosophy of a guidance program.
- 4 Identify roles and functions in guidance management.
- 5 Distinguish between consultation and supervision.
- 6 Develop a proposal for a guidance management plan.
- 7 Discuss a management model with emphasis on resources, budgets, facilities, accountability, research and evaluation of guidance programming.
- 8 Know the Domains and Competencies for the TeXes Exam

**COURSE OUTCOMES**

Course Title: Organization and Administration of Guidance Service

Prefix: CNSL

Number: 5003 –

**Description (from the catalog):** Introduction to guidance and counseling programs in schools and community agencies. Emphasis on the history, philosophy, and development of programs; programmatic activities and delivery; organizational and administrative patterns; and the interrelationships of educational and human services agencies.

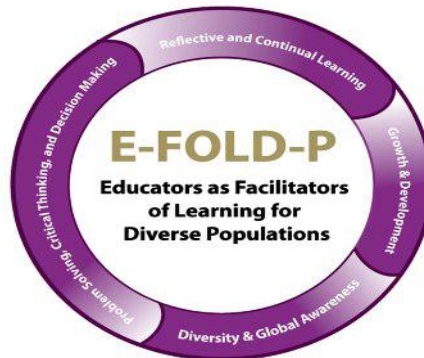
Course Learning Outcomes	Competencies (T, R, I)		
	T Competency is Taught	R Competency is Reinforced	I Competency is Utilized/ Integrated
Demonstrate an understanding of the history and philosophy of the counseling profession.	T	R	
Provide an understanding of the professional roles, functions, and relationships with other human	T	R	

service providers, including strategies for interagency collaboration and communications.			
Provide an understanding of counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional or national crisis, emergency or disaster.	<b>T</b>		
Understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	<b>T</b>		
Understand the ethical standards of professional organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling.	<b>T</b>		

**E-FOLD-P (CONCEPTUAL FRAMEWORK)**

*Educator as Facilitator of Learning for Diverse Populations*

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
2. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.



**Learning Strategies**

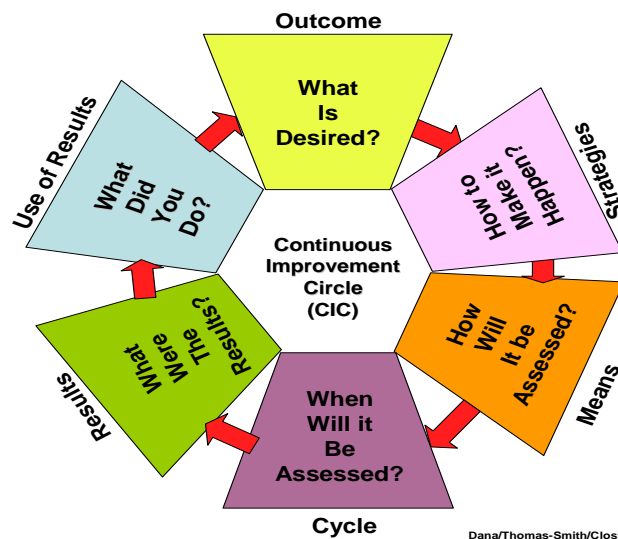
This course will be conducted as a post-graduate on-line seminar blending individual, small group and large group discussion activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing; not something passively received. As such, each candidate must be able and willing to devote attention to assignments and activities and share information and ideas.

**Calendar and/or Class Schedule**

Week 1-2	Competency 001-Human Development –	Class Activity
	Competency 002- Student Diversity -	Class Activity
Week 3-6	Competency 003- Factors Affecting Students	Class Activity
	Competency 004-Program Management –	“Journal Article Critique”
Week 6-9	Competency 005- Development Guidance Program –	Class Activity
	<u>Midterm</u> and/or Group presentation	To be arranged (TBA)
Week 9-12	Competency 006- Counseling	- Class Activity

	Competency 007- Assessment	- Class Activity
Week 12-15	Competency 008- Collaboration with Family	Class Activity
	Competency 009- Collaboration with others in the school and Community	- Class Activity
Week 15 -16	Competency 010- Professionalism	- “Develop a Guidance Model”
		Practice Exam/Require score of 90% to earn “A”
Week 17	Final Exam	To Be Arranged (TBA)

**Quality Without Compromise  
Closing the Loop  
The Six Question Model at Prairie View A&M University**



### Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- Exams** – written tests designed to measure knowledge of presented course material
- Exercises** – written assignments designed to supplement and reinforce course material
- Projects** – web development assignments designed to measure ability to apply presented course material
- Class Participation** – daily attendance and participation in class discussions

**Grading Matrix** *(points may vary slightly according to instructor's grading system)*

Instrument	Value (points or percentages)	Total
Assignments / TeXes Domains	10 assignments at 2 points each	20
Mid Term Exam	50 points Must score 90 for an "A"	50
Pre/posttest	10 points	10
Final Exam/ Practice Exam	Must score 90% to earn "A"	90
I-Read Assignment	10 points	10
Certify Teacher	20 points	20
Bonus points/extra credit (TBA)	20 points Journal Article, (SOS) Dispositions etc.	20
<b>Total:</b>		<b>220</b>

## Grade Determination

**220 – 198 = A**

**197 - 175 = B**

**174 - 152 = C**

**151 - 129 = D**

**Below 128 = F**

### Note:

#### Two "C" Rule

**Please Note:** Continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

**NOTE:** No grade of "C" or below will be accepted toward certification.

### Communication Expectations and Standards:

All emails will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following **my receipt** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

## Requirements and Grading:

PVAMU Graduate School Grading Policy can be found in the Graduate School Handbook and can be accessed online at: <http://www.pvamu.edu/2002-03pvamucatalog/Graduate/College%20of%20Education%20Graduate.pdf>

## Submission of Assignments:

*(if there are any special instructions relating to assignment submissions, they should be discussed here)*

## Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

## Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). *(if there are any other special instructions relating to exams, they should be discussed here)*

## Professional Organizations and Journals

APA Monitor  
Asian Journal of Counseling  
British Journal of Guidance and Counseling  
Canadian Journal of Counseling  
Counseling and Values  
Counseling Psychologist, The  
Counseling Psychology Quarterly  
Crisis - The journal for crisis intervention and suicide prevention  
Crisis Intervention and Time-Limited Treatment  
Family Process  
Family Relations  
Family Therapy News  
Gestalt Review  
Gestalt Theory  
Gestalt! - (e-journal)  
Group Analysis  
Group and Organization Management  
Group Decision and Negotiation  
Group Dynamics: Theory, Research, and Practice  
Group Processes and Intergroup Relations  
International Journal for the Advancement of Counseling  
Journal of College Counseling  
Journal of Conflict Resolution  
Journal of Contemporary Psychotherapy  
Journal of Counseling and Development  
Journal of Couples Therapy  
Journal of employment counseling  
Journal of Family Communication  
Journal of Family Issues  
Journal of Marital and Family Therapy  
Journal of Multicultural Counseling and Development  
Journal of Transpersonal Psychology  
Measurement and Evaluation in Counseling and Development  
Mediation Quarterly  
Negotiation Journal: On the Process of Dispute Settlement  
Psychodynamic Counseling  
Sexual and Marital Therapy  
Transactional Analysis Journal and the  
Transactional Analysis Journal Internet  
Vocational Psychology News - A publication of APA Division 17

## References

- Bowers, J.L. and Hatch P.A. (2002). *The National Model for School Counseling Programs*. Alexandria, VA: American School Counselor Association.
- Dahir, C.A. and Campbell, C.A. (1997). *Sharing the Vision: The National Standards*. Alexandria, VA: American School Counselor Association.
- Dahir, C.A, Sheldon C.B. and Valiga, M.J. (1998) *Vision into Action: Implementing the National Standards*. Alexandria, VA: American School Counselor Association.
- Gysbers, N.C. & Henderson, P. (2000). *Developing and managing your school guidance program*. 3rd edition. Alexandria, VA: American Counseling Association.
- Johnson, W., & Whitfield, e.W. (1991). *Evaluating guidance programs: A practitioners guide*. Iowa City, IA: American College Testing Publications.
- Northside Independent School District (1994). *Comprehensive guidance program framework*. San Antonio, TX: Author.
- Texas Education Agency (1997). *Comprehensive guidance programs for Texas public schools: A guide for program development, Pre-K - 12th grade*. Austin, TX: Author.
- Borders, D.L. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development, 70*, 487-498.
- Evans, J.H., & Burck, H.D. (1992). The effects of career education interventions on academic achievement: A meta-analysis. *Journal of Counseling & Development, 71*, 63-68.
- Gerler, E.R., Jr. (1985). Elementary school counseling research and the classroom learning environment. *Elementary School Guidance and Counseling, 20*, 39-48.
- Gerler, E.R. & Anderson, R.F. (1986). The effects of classroom guidance on children's success in school. *Journal of Counseling and Development, 65*, 78-81.
- Gysbers, N.C., Hughey, K.R., Starr, M. & Lapan, R.T. (1992). Improving school guidance programs: A framework for program, personnel, and results evaluation. *Journal of Counseling and Development, 70*, 565-570.
- Henderson, P., and Gysbers, N. C. (1998). *Leading and managing school guidance program staff: A manual for school administrators and directors of guidance*. Alexandria, VA: American Counseling Association.
- Hughey, K.F., Gysbers, N.C., & Starr, M. (1990). Evaluating comprehensive school guidance programs: Assessing the perceptions of students, parents, and teachers. *School Counselor, 41*, 31-35.
- House and Hayes (2002). School counselors: Becoming key players in school reform. *Professional School Counselor, 5*, 249-256.
- Lapan, R. T. (2001). Results-based comprehensive guidance and counseling programs: A framework for planning and evaluation. *Professional School Counseling, 4*, 289-299.
- Lee, R.S. (1993). Effects of classroom guidance on student achievement. *Elementary Guidance and Counseling 27*, 163-171.

## University Rules and Procedures

**Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

## Technical Considerations for Online and Web-Assist Courses

**Minimum Hardware and Software Requirements:**

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM



- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):** students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

**Communication Expectations and Standards:**

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

**Submission of Assignments:**

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

**Discussion Requirement:**

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

**GRADE DETERMINATION Continues**

- A = Class Attendance 14 out of 16 class periods  
 Make a score of 90% on the practice/Final Exam  
 Make a score of 290 on Certify Teacher  
 Complete all assignments and/or requirements with maximum points allowed
- B = Class Attendance 12 out of 16 class periods  
 Make a score of 80% on the practice /Final Exam  
 Make a score of 290 on certify teacher  
 Complete all assignments and/or requirements with maximum points allowed
- C = Class Attendance 10 out of 16 class periods  
 Make a score of 70% on the Practice test/Final Exam  
 Make a score of 70% on the Mid-Term Exam  
 Participate in Certify Teacher activities  
 Complete 70% assignments and/or requirements with maximum points allowed
- D = Class Attendance 8 out of 16 class periods  
 Make a score of 60% on the practice exam/Final Exam  
 Make a score of 60% on the Mid-Term Exam  
 Participate in Certify Teacher activity  
 Complete 50% of assignments and/or requirements with maximum points allowed
- F = Class attendance 6 out of 16 class periods  
 Make a score of 50% on practice test/final exam  
 Make a score of 50% on Mid-Term Exam  
 Did not participate in Certify Teacher  
 Complete less than 50% of all assignments/required

Note: Failure to submit an assignment and/or take a test means 0 for that assignment and/or test. Late Assignments and/or test are unacceptable. A minus 10 points shall be deducted for late Submission of assignments and test.