

**Troy University,
Pensacola, Florida
Course Syllabus
CP 6641
Organization and Administration of Guidance Services
Term II, 2012
Thursday Evenings: October 15-December 16, 2012**

Instructor: Dr. Joyce Woodburn, LPC
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Troy Email: All Troy students will be **required** to access and utilize their troy.edu email account for all communication with the university. All official correspondence (including bills, statements, emails from instructors through Blackboard, and grades) will be sent **only** to the troy.edu address. Your troy.edu email address is the same as your web express user ID followed by “@troy.edu”. You can get to your email account through Troy’s web page www.troy.edu/fwr or you can go to the email link found there and learn how to add this address to your other email services that support POP accounts (i.e., Outlook, Outlook Express, Yahoo, AOL, etc.).

Catalog Description: This course reviews the function, organization, and evaluation of guidance serves in elementary and secondary schools, junior colleges, and colleges, with emphasis on the public schools. Topics examined include: 1) basic guidance services, 2) functions of school personnel, 3) organizational patterns for guidance services, 4) selection criteria, training, and certification of guidance personnel, 5) organization of counseling services, including individual analysis, information, placement, and follow-up services, and 6) administration of guidance services.

Student Outcomes: Upon successful completion of the course, the student will demonstrate knowledge of the scope and application of school counseling services within schools. Emphasis will focus on job requirements, mental attitudes, positive and negative tasks, and value orientation of professional school counselors. Furthermore, the student will have an enhanced awareness of the particular challenges faced by counselors in meeting the needs of the diverse population of students in America today.

Specific Objectives: Upon successful completion of this course, the student will:

1. Demonstrate an awareness of the multiple roles of school counselors
2. Communicate an understanding of the facilitation and intervention skills that can be applied to specific educational settings
3. Explain the impact of trends in American society today that influence students at all levels
4. Demonstrate a knowledge of job requirements for school counselors in a variety of educational settings, from elementary school to college
5. Communicate an awareness of the role that developmental stages play in the adjustment of students to their educational environment
6. Demonstrate a knowledge of terminology and resources involving exceptional student education
7. Explain the importance of personal and professional ethics and accountability in the school counseling process

Text: American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs, Second Edition*. Alexandria, VA: Author

ISBN 1-929289-02-2

Students should order textbooks as soon as possible to insure receipt prior to the beginning of the term. Troy University's official bookstore is MBS Direct at <http://bookstore.mbsdirect.net/troy.htm>. MBS is the official provider of the approved textbooks for each term. Orders may be placed online with a credit/debit card or by phone (1-800-325-3252). Students purchasing textbooks from other sources do so at their own risk in relation to order accuracy, timely receipt, or completeness of materials.

Required Additional Reading: Journal articles will be provided by the instructor.

Research Component: Topics for research for large group guidance lessons are attached to this syllabus. Each student will choose a topic and complete research on that topic, using a minimum of three written sources. A one-page, single spaced synopsis as well as a bibliography must be distributed to the instructor and all class members.

Entrance Competencies: It is expected that students will have a fundamental knowledge of developmental theory, individual and group counseling techniques, and professional ethics standards of counselors. This knowledge is integral to the orientation of the role of school counselors in American education today.

Course Requirements: ALL ASSIGNMENTS WILL BE UPLOADED TO LIVETEXT. INSTRUCTOR WILL GIVE SPECIFIC DIRECTIONS ABOUT UPLOADS AND DUE DATES IN CLASS.

Oral Presentation/Research Component: Each student will give an oral presentation based on his or her research. Topics for research are attached to this syllabus. Each student will choose a topic, and no two students in the class may select the same topic. The research must be based on a minimum of three written sources. Some research materials may be available from the instructor. The oral presentation will be approximately 15 minutes in length. A one-page, single-spaced synopsis of the research

as well as a bibliography must be distributed to each class member. A format for the synopsis will be provided. Students who choose to provide handouts to supplement their presentations must identify the source of the information on the handouts. Handouts will not substitute for the one-page synopsis.

Guidance Lesson Presentation: Each student will present three guidance lessons to the class. The topic of the lesson will be determined by the student, but must be applicable to a specific group (ie., elementary school, middle school, or high school). Each lesson must cover one of the three domains of the guidance curriculum (academic, career, and personal/social development). The lesson should be approximately 20 minutes in length, and must include handouts, activities, and teaching aids pertinent to the topic and audience. A one-page outline of the lesson must be provided to the instructor and each member of the class.

Final Project: In a 5-10 page double-spaced paper, discuss the following topics as they relate to you personally. In what educational setting do you prefer to be a school counselor?

- How do you remember your educational experience at this age? (All discussion will relate to the answer you give to the first question... make sure you discuss your experiences with school counselors)
- What specific skills, attitudes, and value orientation do you believe you will need to have when working with this age group?
- What specific and unique challenges do students face in America today?
- What does your office look like?
- Describe the guidance program that you will implement during the new school year. Make sure you discuss all four components of an ASCA standards-based guidance program.

Final Examination: A cumulative final examination will be given on the final day of class. The exam will consist of multiple choice and matching questions, all based on the reading and class lecture/discussions.

LiveText Submissions: Each student must upload or complete the following:

In CP 6641 School Counseling Portfolio, Part I:

- (a) Research Component paper
- (b) Three Guidance Lessons
- (c) Final Project paper

In CP 6641 Group Guidance Assessment:

- (a) Three Guidance Lessons

In Instructor's Summary Student Assignment:

- * Complete the form

Class Reading Schedule:

Chapter 1: A School Counseling Program Is...

Chapter 2: The ASCA National Model

Chapter 3: Foundation

Chapter 4: Delivery System

Chapter 5: Management System

Chapter 7: Appendix

Chapter 6: Accountability

Instruction: The general format includes lecture style with student interaction, student presentations, class discussion, class participation, and relevant films.

Method of Evaluation: Grades will be computed based on the following:

Oral Presentation/Research Component	20%
Guidance Lesson Presentation	20%
Personal Project	30%
Final Examination	30%

Assignment of Grades: The Troy University grading system will be used in this class.
100-90 (A) 89-80 (B) 79-70 (C) 69-60 (D) 59 and below (F)

Attendance Policy: Attendance is mandatory. No automatic cuts are authorized. Excessive absences will be reported to appropriate VA and military officials. Arrangements for excused absences must be made **PRIOR** to the absence.

Incomplete Grade Policy: An incomplete grade indicates that the student has not completed all of the assigned class work or has not taken all class examinations. Only the instructor can determine whether an incomplete grade is justified. An “INC” can never be used in lieu of an “F” nor can an “INC” be assigned because of excessive absences. It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the Petition for and Work to Remove an Incomplete Grade form. A grade of incomplete may not be removed by repeating the course.

It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of Incomplete must adhere to the work completion deadline set by the instructor, not to exceed the end of the following term. This deadline applies whether or not the student re-enrolls for the semester following the assignment of the incomplete grade(s). Failure to clear the incomplete within the specified time period will result in the assignment of a grade of "F" for the course.

Make-Up Work Policy: All classes missed must be made-up, regardless of whether the absences were excused or unexcused. Make-up assignments will be given by the instructor on an individual basis.

Internet: You may be expected to use the Internet as part of your course work, as determined by the instructor.

ADA Statement:

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University's Office of Human Resources at <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

Standards of Conduct: The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct in the Troy University, Florida and Western Region Student Handbook, and may be disciplined up to and including suspension or expulsion.

Plagiarism is the passing off of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact, been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person, submitting the work of another person, or closely paraphrasing a piece of work without due acknowledgement.

Questions about plagiarism? Go to <http://fwrlibrary.troy.edu/5/writing/plagiarism.htm>

Computer Resources Usage Policy:

Policy can be read at:

<http://www.tsufl.edu/usepolicy.htm>

Troy University Southeast Region-Florida Library

LIBRARY SUPPORT

Troy University Southeast Region offers library services through a virtual library. Two professional librarians are located in Suite 14 of the Florida Office, where they offer the following services to students via telephone, e-mail, and in person: reference assistance, technical assistance with using the online resources, and any other help that students might need. During the hours that the Librarians are there, students in the local area may also come for hands-on assistance in using the computers to access information. The hours (Central Time) for services are Monday through Friday, 8 a.m. to 5 p.m. Although the office is closed on Saturday, Sunday, and holidays, during these times, students may access Live Chat, an instant messaging service, for online assistance from the Troy libraries. There is a link to that service on the University College Library Services Web page, <http://uclibrary.troy.edu>.

Contact information: Phone numbers: 800-638-7237; 850-301-2154; 850-301-2129.

E-mail: library1@troy.edu.

Oral Presentation/Research Component Topics:

1. Homelessness and its effects on children's education
2. Drug prevention education
3. Children with Attention Deficit Hyperactivity Disorder (ADHD/ADD)
4. School phobia
5. Teen pregnancy
6. Dropout prevention
7. Satanic cults
8. Violence in schools
9. Character education
10. Resilient children
11. Career awareness programs
12. School to Work programs
13. Special needs of middle schoolers
14. Child abuse prevention
15. Conflict resolution
16. Social skills education
17. Motivating students
18. Teaching discipline to students
19. Gangs
20. "Crack" babies in schools
21. Conduct disordered children
22. Strategies for dealing with students who are very shy
23. Divorce and blended families and their effect on students
24. Children with incarcerated parents
25. Helping students find scholarships
26. Legal and ethical issues in school counseling
27. Accommodating students who are unable to attend school because of injury or illness
28. Drop-out prevention programs
29. Programs available for "returning students" at a local community college
30. Career information, exploration, and tests available at a local college or junior college
31. Other topics of interest, as approved by the instructor

