

TROY UNIVERSITY
HOLLOMAN AFB/ALAMOGORDO, NM
COURSE SYLLABUS – CP 6641
ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES
TERM 3 2004/2005

LOCATION/TIME: Education Center
January 7, 8, 9 and January 28, 29, 30

INSTRUCTOR: Carol A. Lewis, Ph.D., 2080 Club House Drive, Lillian, AL 36549
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CATALOG DESCRIPTION: function, organization, and evaluation of guidance services in elementary and secondary schools, colleges, and junior colleges, with emphasis on 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, individual analysis, information, placement, and follow-up services; and 6) administration of guidance services.

OVERALL OBJECTIVES: Upon successful completion of the course, the student will demonstrate knowledge of the application and scope 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 particular challenges faced by counselors in meeting the needs of the diverse population representing 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 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 as well as accountability in the school counseling process

TEXT: Myrick, Robert D. (2003). Developmental Guidance and Counseling: A Practical Approach, 4th edition. ISBN 1930572204

ADDITIONAL RECOMMENDED READINGS will be provided at the first class session. ASCA National Standards on reserve at site.

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 with no two students choosing the same topic.

The research must include at least three sources, one of which may be an interview with a person knowledgeable about the topic. Some research material may be available from the instructor. The oral presentation will be approximately 15 minutes in length with a one-page synopsis, including bibliography, distributed to each class member. Students who choose to provide handouts to supplement their presentations must identify the source of the information on the handout. Handouts will not substitute for the one-page synopsis.

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

COURSE REQUIREMENTS:

CONTROVERSIAL TOPIC PRESENTATION FOR THE FIRST WEEKEND: Students will be prepared to DISCUSS two controversial topics of their choosing related to education. For each topic, interview two people for their opinions, then students will add their own. This is oral; nothing is required for submission.

READING FOR CLASS MEETINGS: It is expected that each student will have read assigned chapters prior to class meetings.

ORAL PRESENTATION: Students will refer to RESEARCH COMPONENT in this syllabus. Suggested topics are attached.

FINAL PROJECT: In a 5-10 page typed double-spaced paper, discuss the following topics as they relate to you personally.

In what educational setting would you prefer to be a professional school counselor?

How do you remember your educational experience at this age? (All discussion will relate to the answer you gave to the first question.)

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 face students of this age in America today?

How would you describe the ideal school environment for this age group?

How will you develop and promote your comprehensive school counseling program to enhance the learning environment for every student? (Will expand on previous question.)

What specific challenges do you believe will face school counselors working with this age group five years from now?

While this project requests your personal involvement, the program you describe should indicate that you understand the components of a comprehensive developmental school counseling program as discussed in class and in the text.

FINAL EXAMINATION: A final exam will be given at the last class meeting. It will be composed of short answer and extended response questions based on the text and classroom discussions.

METHOD OF EVALUATION:

Class Presentation/Research	20%
Final Project	25%
Class Participation	15%
Exams	40%

ASSIGNMENT OF GRADES: The Troy State University grading scale used is as follows: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 and below = F.

ATTENDANCE POLICY: Students are required to attend all classes.

INTERNET: You may wish to access research through the TSU/FL library internet system.

AMERICANS WITH DISABILITIES ACT (ADA): Any student whose disabilities fall within the ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.

STANDARDS OF CONDUCT: The commission of the attempt to commit any cheating and/or plagiarism are in violation of the Standards of Conduct stated in the Troy University Graduate Bulletin and may be disciplined up to and including suspension and expulsion.

TROY UNIVERSITY FLORIDA & WESTERN REGION LIBRARY

Troy University, Florida & Western Region Library services are available both online and at the Troy University, Florida & Western Region Library at 326 Green Acres Road, Fort Walton Beach. To access online services and information, go to www.tsufl.edu and select first, Library Services and then, Florida and Western Region Library Services. Available resources include a wide variety of curriculum-related resources on the Library Web pages: Online journals and academic books; the Troy University Library catalog; tutorials;

and much more. Print books and periodicals are available in the Regional Library or through Interlibrary Loan. For questions or assistance of any sort, email the Regional Library at <mailto:library1@troyst.edu> or call 850-863-8971 or 800-638-7237. Staff is available seven days a week to help you find the resources you need.

Hours (Central Time Zone):

Monday - Thursday: 9 AM – 8 PM

Friday, Saturday: 9AM - 5 PM

Sunday: 1 PM - 5 PM

Check Library Web page for any closures.

CLASS PRESENTATION TOPICS (RESEARCH):

1. Homelessness and its effects on children's education
2. Children with Attention Deficit Hyperactivity Disorder (ADHD/ADD)
3. School phobia
4. Teenage pregnancy
5. Dropout prevention
6. Violence
7. Character education
8. Resilient children
9. Career awareness programs
10. Special needs of middle schoolers
11. Conflict resolution/peer facilitation
12. Social skills education
13. Motivation of students
14. Discipline in the classroom
15. Dealing with grief in schools
16. Findings of recent brain research
17. Conduct disorder/oppositional defiant disorder children
18. Children with incarcerated parents
19. College scholarships
20. Public relations for the school counseling program
21. Legal and ethical issues in the school setting
22. Other topics of interest as cleared by the instructor

Class Schedule:

Weekend A – January 7, 8, 9, 2005

Read chapters 1 – 6 in text prior to coming to class. Discuss, role play, video. Take home test to be turned in January 28.

Weekend A – January 28, 29, 30, 2005

Read chapters 7 – 12 prior to coming to class. Discuss, role play, video. Make class presentations. Turn in final paper. Take home test to be turned in to Holloman/Troy office to be mailed to me on February 8, 2005.

