Social Justice Teachings

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

Required Texts


Course Description

The course will examine the social foundations of American education and how these foundations interact with the current historical, social, and political forces in shaping American education. Special emphasis will be given to the opportunities for students to investigate special educational problems and issues. This course will also investigate how stable ethical standards of School Counseling function in the culture of American Education as it evolves to address cultural forces.
State Adopted Proficiencies for School Counselors
- Demonstrates an understanding of roles and responsibilities of the counselor in various contexts involving consultation and collaboration with other professionals.
- Applies procedures for collaborating with others in the school and community to implement a developmental guidance program, including a guidance curriculum, that promotes students’ development in all domains (e.g., academic, career, personal/social) and helps students achieve in school and outside of school.
- Demonstrates knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students.
- Knows how to work and communicate effectively with teachers, administrators, and other professionals to promote positive change for individuals, groups, and the school community.
- Knows how to develop and maintain positive working relationships with businesses and other community resources to address student needs and facilitate learning.
- Applies procedures for coordinating resources for students within the school and community.

Professional School Counselor TExES Competencies
Competency 2 (Student Diversity) The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 3 (Factors Affecting Students) The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 008 (Collaboration with Families) The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community) The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism) The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Pedagogy
COUN 5303 Cultural Foundations involves three equally important components, namely, cognitive, affective, and professional. The cognitive includes but is not limited to instruction, class seminar, and writing assignments. The affective includes but is not limited to role-playing, videotaping, and reflection on class and program experience. Analysis of and reflection on attitudes, beliefs, and behavior is ongoing throughout the class program. The professional includes but in not limited to the study of ethics and issues of confidentiality and competency and development of computer technology skills. There is a special emphasis on language
diversity and how it impacts the therapeutic relationship. Consultation theories and skills are included. Counseling microskills are practiced in every class session.

**Integrity**

Integrity is the most important quality for success in this class and in the Counselor Education Program at the University of St. Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies that students become familiar with and practice at all times the Code of Ethics of the American Counseling Association (2014). Professional school counselors perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession.

**Language Diversity**

The Counselor Education Program at the University of St. Thomas is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through the Counselor Education Program.

**ADA Statement on Disabilities**

The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive accommodations, please contact the Office of Counseling and Disability Services on the Second Floor of Crocker Center or call: 713-525-3162 or 713-525-6953 between the hours of 8am-5pm, Monday through Friday.

**Emergency Contingency Plan**

In the event of a campus evacuation or closure I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement and Email. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using Blackboard tools.

**Instructional Methods and Activities**

Methods and activities for instruction include:

1. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line activities; video; case studies)
2. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play)
3. Field Experiences (use of community resources)

*Teaching Strategies:* The varied methods of instruction include lecture, classroom discourse, experiential classroom exercise, audio-visual instructional materials, student presentations and written assignments, internet discussion, and guest presentations when available.

**Incompletes**
No incompletes are granted in this course unless there is evidence of a medical or family emergency (documentation is required).

**Professional Standards of Behavior for Students and Faculty**

- Use of personal technology devices: Cell phones shall be silent or on vibrate during the class. When necessary, students should step outside the classroom to take a call and return to the classroom as quickly as possible.
- Use of UST Email Accounts: All email correspondence will be through the mystthom email system. Please check your email through your mystthom account daily for correspondence and announcements.
- Late Assignments: It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating circumstances and will be at the discretion of the instructor to accept a late assignment and to make appropriate point deductions for lateness.
- Students are expected to be present for, and participate in, all class discussions. All reading assignments are to be completed at the time class begins. Students are expected to engage in the class conversation. The written assignments are designed in such a way that students will be able to achieve master’s level work when they have completed all reading assignments on time and have engaged in the conversations with other students and the professor in every class.
- Absence, which means that a student is physically not present in the discussions, can result in the renegotiation of this contract. **After the first absence, you may be administratively withdrawn from the class unless the professor and student have had prior discussions. After a second absence, the professor and student will have a conference to discuss the student’s future in this class.** This conference is not a guarantee of staying in the class. All students are expected to keep abreast of the responsibilities of enrollment in this class.
- Promptness, which means that a student has turned in assignments when they are due (as prescribed), is expected of students in a master’s program. The professor may take any action that she thinks is just when a student is not displaying graduate work and responsibility.
- If a student is going to be absent or tardy, they need to text, email, or telephone the professor as soon as possible.
Course Assignments

Attendance, Preparation, and Participation
Students are expected to be present for and participate in all five class discussions. All readings are expected to have been completed at the time the class begins. Please be in class on time and prepared to participate.

Leader in Education Analysis
Select a leader from the following list of 20 professionals. Professionally research in efforts to describe the following topics:

- Brief Descriptive Background
- His/her Professional Writings
- Professional Contributions including Significant Assumptions & Ideas
- How relevant/helpful is this person’s work or contributions towards society?
- Discuss the influence this person has (or has had) on education in the United States.

This assignment will be formatted in APA 6th 4-6 pages in length. If you do not see the leader you want to research listed below, suggest the person with your professor for approval to analyze him/her.


Gerald Bracey - writer of yearly “Report on Education;” skeptic about many negative claims made concerning US education; researcher into how the US does in test scores compared to other countries

Geoffrey Canada - Director of Harlem Children’s Zone in Harlem, NY

Marva Collins - American educator - started Westside Preparatory School in Garfield Park, an impoverished neighborhood of Chicago

James Conant (1893-1978) & Harlan Hanson (1925-1996)-- the beginnings of the SAT and AP programs.


Howard Gardner –Psychologist, created “multiple intelligences” theory.


Arthur Jensen—Controversial writer on heredity and IQ

Krashen-bilingual educator/theorist
Edward (Ted) Kennedy—Influential in legislation for special education students and in other education legislation

Wendy Kopp—Founder, Teach for America

James Banks—father of Multicultural Education

Mary Elizabeth Lange—(1784-1882) Catholic educator.

Horace Mann (1796-1859)- Early American educator/writer.

Robert Reich-- Department of Labor Secretary for Bill Clinton; writer on what kind of education is needed by today’s students to be globally competitive.


Albert Shanker (1928-1997)—Teacher union leader, founder of American Federation of Teachers (AFT).

Carol A. Tomlinson—Differentiated Instruction/inclusion theorist/writer.

School Governance Evaluation

When exploring schools it is important to understand the governance structure within schools and school districts. This assignment allows you the opportunity to research the governance structure within schools and school districts. Your objective is to attend or research a school board meeting or a site council meeting at your selected district. This may include the district in which you are employed. Write a brief summary (minimum of 3 pages) of your experience addressing the following points:

□ What was the purpose of this meeting?
□ What was accomplished?
□ What will be the ramifications of this work on teachers and students?
□ Who are the people or the person facilitating of this meeting?
□ Whose voice or interests do they represent?
□ Would you feel comfortable as a teacher being governed by this group? Why or why not?
□ Would you feel comfortable as a student being governed by this group? Why or why not?
□ What initial thoughts came to mind during the meeting that relate to issues of social, historical, and philosophical conversations in education? In essence, connect to ideas we’ve been discussing in class.
□ What was your overall reaction to the meeting?
**Oral History Assignment**

Current rhetoric in the media suggests that schools are in dire need of repair — kids are lazy and unintelligent, teachers are unprofessional and poorly educated, and that a return to "the good old days" would be beneficial.

Your objective for this assignment is to research historical perspectives related to educational constructs listed below. Centralize your research towards the following themes. Be sure to discuss each point within your verbal submission.

- Was there a difference in how high SES and low SES students were educated?
- Was there a difference in how Caucasian and minority students were educated?
- What kinds of supports were available for students that didn’t do very well — had trouble reading, concentrating… and so forth.
- Please feel free to add additional topics of interest related to the general theme, if you wish.

Turn in a 5-minute video documentary discussing your research. Be certain to include visual and/or audio of you discussing the themes listed above. Have fun with this assignment but definitely reflect on its educative value. Be sure not to simply recount your research in listed form. Sum up your research and make a strong professional argument based upon your researched rationale. It will be this point that separates outstanding reports from mediocre ones.

**Content Analysis**

Each of us has curriculum standards, guidelines, benchmarks, and/or documents that guide classroom instruction. In this assignment, critically review one or more of these documents for messages and influences related to society and culture. For example:

- What is the "hidden curriculum" that exists within your standards document?
- Where do you see evidence of it?
- Whose agenda does it further and at the expense of what other agenda?
- What group(s) does it privilege and/or marginalize?

You will cite examples from your selected documents. Be as explicit as possible in describing the interpretations reviewed within the document. Your submission will be 3 pages.

**Final Examination: Philosophy in School Counseling**

It is common to be asked to include a statement of your educational philosophy with your application materials when you apply for a position in the educational field. People want to know what you professionally believe with the assumption of what you believe will guide your actions in the educational environment. Having an articulated philosophy is in essence a description of your professional beliefs and advocacy of others.
This assignment is designed to help you formulate a coherent school counseling related philosophy statement. When constructing your statement, you’re not only trying to state what you believe you’re also trying to paint a picture for readers of the kind of school counseling program you will strive to create. With that in mind, a good philosophy statement addresses four main ideas:

- How students learn social skills and emotional stability
- What is worth teaching and learning related to the social and emotional development of K-12 learners
- How best to teach what’s worth learning related to the social and emotional development of K-12 learners
- Classroom and Campus Management; keep in mind, in many cases the school counselor is third in command on campus

Ask yourself the following questions for each section. Don’t feel obligated to specifically answer each — use the following questions to guide you as necessary. Restrict your statement submission to 3-4 pages.

- **Learning**: How do students learn best? What are students doing when they are learning most effectively? What kinds of things need to be in place before high quality learning can occur? Is there a particular metaphor that helps you express what you believe about learning? Why do you believe what you do about learning?

- **Curriculum**: What topics/skills are important for students to learn related to the social and emotional development of K-12 learners? Should we be teaching basic skills, subject matter knowledge, higher order thinking skills, metacognition (how to learn)… what knowledge is worth learning? Skills? Attitudes? Beliefs? Why do you believe what you do about curriculum? Is there a particular metaphor that captures what you believe about curriculum?

- **Teaching**: How does a teacher best support high quality learning? What metaphors, heuristics, or guidelines should teachers follow? What kinds of things do teachers need to consider when designing instruction? Better yet, who is a teacher? What qualities or dispositions do they need? Is there a particular metaphor that captures your beliefs about good teaching? Why do you believe what you do about teaching?

- **Management**: How does an exemplary campus including each classroom function? What is the desired relationship between teacher and student? What should happen when student behavior falls outside the desired boundaries? How will you work to hold all kids to high standards of conduct? Why do you believe what you do about management? Is there a particular metaphor that captures what you believe about it?
Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance, Preparation, and Participation</td>
<td>5</td>
</tr>
<tr>
<td>2. Leader in Education Analysis</td>
<td>20</td>
</tr>
<tr>
<td>3. School Governance Evaluation</td>
<td>15</td>
</tr>
<tr>
<td>4. Oral History Assignment</td>
<td>15</td>
</tr>
<tr>
<td>5. Content Analysis</td>
<td>20</td>
</tr>
<tr>
<td>6. Final Examination: Philosophy in School Counseling</td>
<td>25</td>
</tr>
</tbody>
</table>

Total Possible Points 100

Criteria for Grading Written Work

- APA guidelines are required for any written assignment
- Addresses the topic with accuracy and insight
- Writing skills are expected to be at a graduate school level
- Follow guidelines described in syllabus
- Presents material in a clear and logical manner
- Gives evidence of ability to synthesize information from various sources to support the topic
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly
- Is on time. Late work will result in grade reduction.

General APA guidelines must be used for all written papers

- Times New Roman
- Font 12 pt
- Indent new paragraphs five spaces or tab.
- Double space the entire paper, including between paragraphs
- Margins - 1" top, bottom, left and right
- Use no more than three lines for your name, assignment, date on title page
- Be sure to use your APA 6th edition manual

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>Session</td>
<td>Day/Date</td>
</tr>
<tr>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td>1</td>
<td>Thursday June 2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Thursday June 9</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Thursday</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>June 16</td>
<td>Equality of Educational Opportunity; Race, Gender, and Special needs</td>
</tr>
<tr>
<td></td>
<td>Student Diversity</td>
</tr>
<tr>
<td></td>
<td>Chapters 5 &amp; 6 American Education</td>
</tr>
<tr>
<td></td>
<td>Chapters 4, 5, &amp; 6 School Counseling Principles: Remembering the Past, Shaping the Future, A History of School Counseling</td>
</tr>
<tr>
<td>Assignment Due: Leader in Education Paper (4-6 pages)</td>
<td></td>
</tr>
<tr>
<td>June 23</td>
<td>Multicultural and Multilingual Education</td>
</tr>
<tr>
<td></td>
<td>Local Control, Choice, Charter Schools and Home Schooling</td>
</tr>
<tr>
<td></td>
<td>Chapters 7 &amp; 8 American Education</td>
</tr>
<tr>
<td></td>
<td>Chapters 7 &amp; 8 School Counseling Principles: Remembering the Past, Shaping the Future, A History of School Counseling</td>
</tr>
<tr>
<td>Assignment Due: Content Analysis Assignment (3 pages)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral History Assignment (visual/ audio)</td>
</tr>
<tr>
<td>June 30</td>
<td>Power and Control at State and National Levels, Political Party Platforms and High Stakes Testing</td>
</tr>
<tr>
<td></td>
<td>The Profession of Teaching</td>
</tr>
<tr>
<td></td>
<td>Globalization of Education</td>
</tr>
<tr>
<td></td>
<td>Chapters 9, 10, &amp; 11 American Education</td>
</tr>
<tr>
<td>Final Examination: Philosophy of Education Assignment Due</td>
<td></td>
</tr>
</tbody>
</table>
Professional Organization for Professional School Counselors  
American School Counselor Association (ASCA)  
www.schoolcounselor.org

Professional Journals  
Journal of Counseling and Development  
Professional School Counseling

References


