



COUN 501: Introduction to the Counseling Profession

Course Syllabus:

Spring, 2020

Monday, 4:30-7:10pm

MPLX

INSTRUCTOR INFORMATION

Instructor: Edith Gonzalez, PhD, NCC

Office Location: BIN 223

Office Hours: 2:00-4:00 pm Monday or by appointment

University Email Address: edith.gonzalez@tamuc.edu

Preferred Method of Communication: Email

Communication Response Time: 24 hours M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook:

Gladding, S. L. (2018). *Counseling: A comprehensive profession* (8th ed.). Upper Saddle River, NJ: Pearson.

American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author.

Note: This course will use D2L as its Learning Management System

**Other Readings as Assigned

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 501: Introduction to the Counseling Profession

Three semester hours. Recommended as initial course in a student's program to serve as an introduction to the counseling profession. Roles of counselors and related professionals in various settings are presented. Professional goals and objectives; trends; professional associations; ethical and legal issues; history; credentialing; preparation standards for counselors; and essential interviewing and counseling skills, characteristics, and behaviors that influence helping processes are explored.

General Course Information

This course should be taken early in the student's preparation program. This course serves

primarily as an orientation to the counseling profession and as a course where students develop basic interviewing and counseling skills and self-awareness that promotes appropriate counselor-client relationships. A grade of “B” or higher must be earned in COUN 501, 510, 528, and 516 for admission to candidacy status (or its equivalent for those seeking school counselor certification only), which is required before practicum (COUN 551).

Student Learning Outcomes

2009 CACREP Standards addressed in COUN 501

Core Standard	Learning Activity or Assignment	Assessment
II.G.1.a. history and Philosophy of the counseling profession	Gladding (2018) Ch. 1	Class Participation Rubric
II.G.1.b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications	Gladding (2018) Ch. 1 Appendix C Department Handbook	Class Participation Rubric; Professional Interview Project Rubric
II.G.1.c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event	Selected Readings, Gladding (2018) Professional Interview Project	Class Participation Rubric; Professional Interview Project Rubric
II.G.1.f. Professional organizations, including membership benefits, activities, services to members, and current issues	Gladding (2018) Ch. 1	Class Participation Rubric
II.G.1.g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Gladding (2018) Ch. 1	Class Participation Rubric
II.G.1.h. The role and process of the professional counselor	Gladding (2018) Ch. 1-4,12,18	Class Participation Rubric



advocating on behalf of the profession		
II.G.1.i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Selected Readings TCA public policy; ACA public policy	Class Participation Rubric
II.G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Gladding (2018) Ch. 2	Class Participation Rubric
II.G.5.b. Counselor characteristics and behaviors that influence helping processes	Gladding (2018) Ch. 5,6	Class Participation Rubric
II.G.5.f. A general framework for understanding and practicing consultation	Gladding (2018) Ch. 19	Class Participation Rubric
School Standard	Learning Activity or Assignment	Assessment
A2. Understands ethical and legal considerations specifically related to the practice of school counseling	Selected Readings ASCA code:	Class Participation Rubric
A4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling	Gladding (2018) Ch. 15; ASCA code	Class Participation Rubric
B2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program	Gladding (2018) Ch. 15 Professional Interview Project	Class Participation Rubric; Professional Interview Project Rubric
M4. Understands systems theories, models, and processes of consultation in school system settings	Gladding (2018) Ch. 10,15 Professional Interview Project	Class Participation Rubric; Professional Interview Project Rubric



M5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children	Gladding (2018) Ch. 15 Professional Interview Project	Class Participation Rubric; Professional Interview Project Rubric
CMHC Standard	Learning Activity or Assignment	Assessment
A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Gladding (2018) Ch. 1; TCA and ACA websites; Texas LPC code; CACREP website Key Assignment 23: Threaded Discussion on Professional Identity	-Key Assessment 23: Threaded Discussion on Professional Identity Rubric
C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society	Gladding (2018) Ch. 12, 18	Class Participation Rubric
E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling	Gladding (2018) Ch. 12, 18 TCA public policy; ACA public policy	Class Participation Rubric
E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services	Gladding (2018) Ch. 12,18 TCA public policy; ACA public policy	Class Participation Rubric
I2. Knows models of program evaluation for clinical mental health programs	Gladding (2018) Ch 11; Selected Readings, professional interview questions	Class Participation Rubric; Professional Interview Project Rubric

CONTENT AREAS include, but are not limited to, the following:

- I. Counselor characteristics and behaviors
- II. Importance of self-awareness in maintaining a therapeutic relationship and appropriate professional boundaries.
The syllabus/schedule are subject to change.
- III. History and philosophy of the counseling profession
- IV. Master's-level programs at A&M-Commerce
- V. Professional roles
 - A. Introduction to counselor roles common across settings
 - 1. Counseling
 - 2. Consulting
 - 3. Supervising (clinical)
 - 4. Evaluating programs
 - B. Educational settings
 - C. Non-educational settings
- VI. Relationships with other human service providers
- VII. Professional organizations for counselors
- VIII. Professional credentialing
 - A. Certification (School Counselor Certification and NCC)
 - B. Licensure
 - C. Registration
 - D. Accreditation
- IX. Public and private policy processes and advocacy on behalf of the profession
- X. Ethical standards and legal considerations in the counseling profession
- XI. Overview of counselor functions, skills, and knowledge
 - A. Theories
 - B. Group work
 - C. Career development/education/counseling
 - D. Assessment, evaluation, and research
 - E. Diversity awareness and multicultural competencies

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state examination required for school counselor certification.*)

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS

Minimal Technical Skills Needed



In this class, you will utilize the Learning Management System (LMS) entitled D2L for instructional and learning methods, submitting assignments, participating in online discussions, and completing exams. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of a fully online format (D2L), with lecture and didactic learning methods, small group discussions, and assignments coupled with practical application projects.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

1. Class Participation & Attendance (30 points)

Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

Class Participation Rubric



3 – *Exceeds Expectations* (27-30 points)

Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness

2 – *Meets Expectations* (24 – 26 points)

Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness

1 – *Does Not Meet Expectations* (0-25 points)

Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

2. *Key Assignment 23: Threaded Discussion on Professional Identity (20 points)

Please note that discussion one, Key Assignment 23: Threaded Discussion on Professional Identity, is a key assignment in this course. So, prior to the discussion, read the assigned portions in the Gladding text and review any other supplemental materials. You will then be prepared to intelligently answer, via discussion posts, questions concerning our topic for that week. You will draw upon your own professional and personal experiences as they relate to the various topics we examine during the semester.

For each student, participation in discussion boards will NOT be determined by LENGTH of response, but by the level of thought put into the postings, the relevancy of the posting to the discussion, and the number of thoughtful and relevant postings (See rubric below for evaluation criteria). Students will be expected to respond to the discussion post and also to at least one post of another peer to facilitate more of an interactive discussion.

The rubric (Key Assessment 23: Threaded Discussion on Professional Identity Rubric) directly below is used to evaluate Key Assignment 23: Threaded Discussion on Professional Identity, and is exactly the same as the rubric directly above this discussion post assignment.

Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner. Failure to do so will result in points being deducted from your final grade.

**Key Assessment 23: Threaded Discussion on Professional Identity Rubric
 CMHC Standard A.4**

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectations
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	(0-6 points)	(7-13 points)	(14-20 points)
Discussion Post Qualities (3 points)	No post for the topic. Post is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work	Post presents most elements of the question, OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors. Adds response to peer's post	Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors. Adds response to peer's post

Activities/Projects.

3. **Project A: Counseling Interest Paper (100 points; add points received for each area below and divided by 5)**

This paper will include a literature review of a counseling topic of your choice as well as critical thinking and awareness components. This topic should be one of interest to you, at this time, and related to your specific concentration (clinical mental health, addiction, school, marriage and family, children, adolescents, adults, college, rehabilitation, crisis, etc.). Components of this paper should include the following:

Literature review portion:

- Introduction of the topic
- Rationale as to how this topic is important and relevant to the counseling field
- Ethical and legal issues when working with this population, issues, etc.

Any other information you believe is important to this topic

Questions to consider and include in second portion:

- What did you learn from your research?
- What are some challenges you might face as a counselor pertaining to this topic?
- What are some things that surprised you?
- How did you decide to choose this topic to research?
- How might you add to the literature?
- What have you learned about yourself from researching this topic?

Please use AT LEAST 5 references from referred counseling journals. You may need to use other sources as well. There is no specific page limit to this paper; there are however, criteria expectations. Please be sure to address all points above thoroughly. Please follow APA 6th edition guidelines for your write up.

Project A: Counseling Interest Paper Rubric

Counseling Interest Paper	1 – Does Not Meet Expectation (0-79 points)	2 – Meets Expectation (80-89 points)	3 – Exceeds Expectations (90-100 points)
Timely completion	Did not complete assignment. OR, Late completion of Project.	Project completed and posted by deadline.	Project completed and posted by deadline.
Lit Review	Did not complete assignment. OR, Late completion of Project with minimum attention to required lit review components	Adequately addressed lit review components	Addressed lit review components thoroughly with expansion
Questions addressed	Did not complete assignment. OR, Late completion of Project with minimum attention to questions to address	Adequately addressed questions component	Addressed questions component in an open, reflective, expressive way. Writing clear and organized in presentation
Number of references cited	Less than the minimum number of resources (5) provided	Adequate number of resources provided (5)	More than the minimum number of resources provided (>5)
Overall quality of work	Paper is not complete, not written in a clear manner OR is discussed in an illogical/inconsistent manner. Project has several grammatical/APA errors; not consistent with graduate level work	Paper is evident of graduate level work with some grammatical/APA errors.	Paper is evident of graduate level work with few to no grammatical/APA errors. Writing clear and organized in presentation

4. **Project B: Counseling Professional Interview** (50 points)

Interview a counseling professional in any setting discussed in the text. For personal richness you might select one who works with the population/setting/area that you selected for your interest paper. Write a synthesis of your interview experience and what you learned. (APA style. I'll provide you with an organizational guideline).

Project B: Counseling Professional Interview Rubric

Counseling Professional Interview	1 – Does Not Meet Expectation (0-10 points)	2 – Meets Expectation (11-25 point)	3 – Exceeds Expectations (26-50 point)
	Did not complete the project. Project is not complete; not written in a clear, measurable manner; did not follow guideline questions; is presented in an illogical/inconsistent manner; numerous grammatical errors.	Project completed. Adequate information presented of professional working in the field. Project write up is evident of graduate level work.	Project represents a good working knowledge of professional's role within the field; discussed thoroughly and clearly. Project is evident of graduate level work.

5. **Exams 1 & 2** (100 points total/50 points each).

Two multiple-choice exams, with a section of application questions, will be given (50 questions each) Students will demonstrate knowledge of content areas on midterm and final exams. The exams will be multiple choice and short essay/application type of questions **over material in assigned readings and activity assignments** in units. Exams will be administered on-line. I expect the time allowed for each exam to be about two hours, however this will be determined after the exams are developed. You will have a 48 hour period within which you can take the exam. Instructions will be posted.

Exam 1 (Chapters 1-8 & 10) Rubric

	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Grade average on Exam 1	Less than 80% correct on all quiz items	Between 80% and 89% correct on all quiz items	Greater than 89% correct on all quiz items

Exam 2 (Chapters 9, 11-18) Rubric

	1 – Does Not Meet	2 – Meets Expectation	3 – Exceeds
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	Expectation		Expectation
Grade average on Exam 2	Less than 80% correct on all quiz items	Between 80% and 89% correct on all quiz items	Greater than 89% correct on all quiz items

GRADING

Final grades in this course will be based on the following scale: Total points possible (400)

90%-100%	A (360-400 points)
80%-89%	B (320-359 points)
70%-79%	C (280-319 points)
60%-69%	D (240-279 points)
< 59%	F (239 points and below)

Assignment/Assessment	Point Value
Class Participation & Attendance	30
KA23: Threaded Discussion on Professional Identity	20
Proj A: Counseling Interest Paper	100
Proj B: Counseling Professional Interview	50
Exams 1 & 2	100

Total points possible = 300. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 250. The resulting value is multiplied by 100 to yield a percentage. For example: $(275[\text{points earned}]/300) \times 100 = 91.7\%$

Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period. Late assignments will have 10% deduction per day late from the final score.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best

course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the

Device	Operating System	Browser	Supported Browser Version(s)
			latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.



Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.



Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>



Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148



Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Date	Topic	Readings	Assignments
2/3 Week 1	Course Orientation Requirements of the counselor preparation program	-Department Handbook	
2/10 Week 2	Personal and Professional aspects of Counseling Ethical and Legal Aspects in Counseling Credentialing & Professional organizations	Gladding (2018) Chap 1, 2 ACA & LPC Codes -TCA, ACA, ACMHC, & ASCA websites -Texas LPC code -CACREP website -Appendix C	
2/17 Week 3	Counseling in a Multicultural and Diverse Society	. Gladding (2018) Chap 3, 4	Key Assignment 23: Threaded Discussion on Professional Identity due
2/24 Week 4	Building Counseling Relationships	Gladding (2018) Chap.5	
3/2 Week 5	Working in and Closing a Counseling Relationship	Gladding (2018) Chap.6	
3/9 Week 6	Counseling Theories	Gladding (2018) Chap.7-8 Appendix B	
3/16 Week 7	Consultation and Supervision	Gladding (2018) Chap.10	
3/23 Week 8	Midterm Exam (Exam 1) ONLINE		
3/30 Week 9	Couple and Family Therapy Professional School Counselor	Gladding (2018) Chap.14, 15	
4/6 Week	Career Counseling College Counseling and Student	Gladding (2018) Chap. 13, 16	



10	Life Services		
4/13 Week 11	Abuse, Addictions, Disability and Counseling Clinical Mental Health and Private Practice	Gladding (2018) Ch 17, 18	
4/20 Week 12	Groups in Counseling	Gladding (2018) Chap.9	Project B
4/27 Week 13	Evaluation and Research Testing, Assessment, and Diagnosis	Gladding (2018) Ch 11,12	Project A
5/4 Week 14	Final Exam (Exam 2) ONLINE		