



COUN 514: School Counseling and Development

Course Syllabus: *Spring, 2020*

Online

INSTRUCTOR INFORMATION

Instructor: Sam Bore, PhD, LPC-S – Associate Professor

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Preferred Method of Communication: Email

Communication Response Time: Within 24 Hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Erford, B. T. (Ed.) (2015). *Transforming the school counseling profession* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall

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

**Other readings as assigned

Required Supplemental Readings

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author

Texas Education Agency. (2004). A model comprehensive, developmental guidance and counseling program for Texas public schools: A guide for program development, pre-K - 12th Grade. (4th ed.). Austin, TX *Author Note:* The TEA Guide text is online if someone does not prefer to buy one. It is located at <http://www.schoolcounselor.org/files/Texas.pdf>

Recommended Textbook

American Psychological Association. (2011). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Gysbers, N. & Henderson, P. (2011). *Developing and managing your school guidance and counseling Program* (5th ed.). Alexandria, VA: American Counseling Association.

COURSE DESCRIPTION

Catalogue Description of the Course

The syllabus/schedule are subject to change.

COUN 514. *School Counseling and Development*

As the foundation course for those planning to enter school counseling, this course covers organization, planning, management, and evaluation of comprehensive school counseling programs; appropriate roles and functions of school counselors at various school levels, coordination of professional services; and professional issues such as ethics and associations as they specifically relate to school counseling are included. The course is recommended for non-counselor educational professionals as well as counselors.

Prerequisites:

COUN 501 & 510 or consent of instructor

General Course Information

This course is required for all students seeking master’s degrees with the school counseling focus and of all students seeking school counselor certification in Texas. is designed to support professional school counseling students in transferring theory into practice. In this course, students will learn specific skills that can be applied to facilitating and coordinating a developmental, comprehensive professional school counseling program. A comprehensive, developmental school counseling program includes the following counselor-related tasks and responsibilities: (a) use of technology; (b) appropriate employment of assessment; (c) the provision of structured counseling groups, psychoeducational groups, crisis interventions, consultation services, and peer mediation; (d) availability of ethical and legal counseling services to all students (e.g., child abuse/neglect, substance abuse related issues, behavioral disorders, discipline issues, counseling with special populations, etc.); (e) community collaboration/partnership; and (f) advocacy for systemic and social change. Students will gain experience in designing materials for both counseling and psychoeducational (classroom guidance) groups and special programs. Additionally, students will develop an understanding of the broad range of services that need to be provided by professional school counselors. A primary purpose of COUN 514 is to broaden students’ perspective of the professional school counselor's role to include activities beyond individual and group counseling and the traditional “Comprehensive School Counseling Program” model. This course is designed to provide students with practical skills and knowledge that can be applied to preK-12 school settings. Focus will be on the counselor's role in classroom guidance, consultation, class management, program design, and coordination of an effective school counseling program.

Student Learning Outcomes

2009 CACREP Standards Addressed in COUN 514

Core Standard	Learning Activities or Assignment	Assessment
II.G.1.f. Professional organizations, including membership benefits, activities, services to members, and current issues	Lecture, Readings, and Class Discussion Chapter 7 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004)	Accountability Project Rubric; Exam Rubric; Class Discussion Rubric

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II.G.1.g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Lecture, Readings, and Class Discussions Chapter 7 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004)	Accountability Project Rubric; Exam Rubric; Class Discussion Rubric
II.G.1.i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Lecture, Readings, and Class Discussions Chapters 8 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004)	Accountability Project Rubric and Exam Rubric
II.G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Lecture, Readings, and Class Discussions Chapters 6, 7, and 13 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004)	Classroom Guidance Lesson Rubric, Accountability Project Rubric, and Exam Rubric
II.G.4.c. Career development program planning, organization, implementation, administration, and evaluation	Lecture, Readings, and Class Discussions Chapters 12 and 14 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004)	Accountability Project Rubric and Exam Rubric
II.G.4.e. Career and educational planning, placement, follow-up, and evaluation	Lecture, Readings, and Class Discussions Chapters 12 and 14 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004)	Accountability Project Rubric and Exam Rubric
SC Standard	Learning Activities or Assignment	Assessment
A1. Knows history, philosophy, and trends in school counseling and educational systems	Lecture, Readings, and Class Discussions Chapters 1 (Eford, 2015); ASCA National Model text; Key Assignment 14: Exam	Journal Critique Rubric; Key Assessment 14: Exam Rubric ; Class Discussion Rubric
A2. Understands ethical and legal considerations specifically related to the practice of school counseling	Lecture and Readings Chapter 9 (Eford, 2015); 2014 ACA Code of Ethics; Key Assignment 14: Exam	Class Discussion Rubric, Key Assessment 14: Exam Rubric
A3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school	Lecture, Readings, and Class Discussions Chapter 2 (Eford, 2015); ASCA National Model text; Key Assignment 14: Exam	Journal Critique Rubric; Key Assessment 14: Exam Rubric



A4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling	Lecture and Readings, and Class Discussions Chapter 9 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004); Key Assignment 14: Exam	Class Discussion Rubric, Key Assessment 14: Exam Rubric
A5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program	Lecture, Readings, and Class Discussions Chapter 2 (Eford, 2015); ASCA National Model text; Texas Educational Agency (2014); Key Assignment 14: Exam	Journal Critique Rubric; Class Discussion Rubric; Key Assessment 14: Exam Rubric
A7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events	Lecture, Readings, and Class Discussions Chapter 8 (Eford, 2015); ASCA National Model text; Texas Educational Agency (2014); Key Assignment 15: Accountability Project	Exam Rubric; Class Discussion Rubric; Key Assessment 15: Accountability Project Rubric
C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students	Lecture, Readings, and Class Discussions Chapters 13 and 5 (Eford, 2015); Texas Education Agency (2004); Key Assignment 15: Accountability Project	Classroom Guidance Rubric; Exam Rubric; Key Assessment 15: Accountability Project Rubric
C3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems	Lecture, Readings, and Class Discussions Chapters 10 & 13 (Eford, 2015); ASCA National Model text; Texas Education Agency	Classroom Guidance Lesson Rubric
E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning	Lecture and Readings, and Class Discussions Chapter 8 (Eford, 2015); Key Assignment 14: Exam	Classroom Guidance Lesson Rubric; Key Assessment 14: Exam Rubric
E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement	Lecture, Readings, and class Discussions Chapters 6 and 4 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004); Key Assignment 15: Accountability Project	Classroom Guidance Lesson Rubric; Exam Rubric; Key Assessment 15: Accountability Project Rubric



G1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students	Lecture, Readings, and class Discussions Chapter 16 (Eford, 2015); Texas Education Agency (2004); Key Assignment 14: Exam	Class Discussion Rubric; Key Assessment 14: Exam Rubric
H2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.	Lecture, Readings, and class Discussions Chapters 4 and 5(Eford, 2015); Key Assignment 14: Exam	Class Discussion Rubric; Key Assessment 14: Exam Rubric
I3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation program evaluation).	Lecture, Readings, and class Discussions Chapters 7 and 4 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004); Key Assignment: Accountability Project	Exam Rubric; Key Assessment 15: Accountability Project Rubric
I4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	Lecture, Readings, and class Discussions Chapters 7 and 4 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004); Key Assignment 15 Accountability Project	Exam Rubric; Key Assessment 15: Accountability Project Rubric
I5. Understands the outcome research data and best practices identified in the school counseling research literature	Lecture, Readings, and class Discussions Chapters 7 and 4 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004)	Journal Critique Rubric; Exam Rubric; Accountability Project Rubric
J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	Lecture, Readings, and class Discussions Chapters 4 and 6 (Eford, 2015); Key Assignment 15 Accountability Project	Exam Rubric; Key Assessment 15: Accountability Project Rubric
J3. Analyzes and uses data to enhance school counseling programs.	Lecture, Readings, and class Discussions Chapters 4 and 6 (Eford, 2015); Key Assignment 15 Accountability Project	Exam Rubric; Key Assessment 15: Accountability Project Rubric
K1. Understands the relationship of the school counseling program	Lecture, Readings, and class Discussions	Classroom Guidance Lesson Rubric, Exam Rubric; Key



to the academic mission of the school	Chapters 2, 13, and 15 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004); Key Assignment 15: Accountability Project	Assessment 15: Accountability Project Rubric
K3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material	Lecture, Readings, and class Discussions Chapters 6 and 13 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004); Key Assignment 14: Exam	Classroom Guidance Lesson Rubric and Key Assessment 14: Exam Rubric
M2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community	Lecture, Readings, and class Discussions Chapters 15 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004)	Classroom Guidance Lesson Rubric; Exam Rubric; Accountability Project Rubric
M3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students	Lecture, Readings, and class Discussions Chapters 10 and 15 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004);	Classroom Guidance Lesson Rubric; Accountability Project Rubric; Exam Rubric
M6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them	Lecture, Readings, and class Discussions Chapters 9 and 10 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004); Key Assignment 15: Accountability Project	Exam Rubric; Key Assessment 15: Accountability Project Rubric
O1. Knows the qualities, principles, skills, and styles of effective leadership	Lecture, Readings, and class Discussions Chapters 9 and 10 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004); Key Assignment 14: Exam	Key Assessment 14: Exam Rubric
O5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings	Lecture, Readings, and class Discussions Chapters 10 (Eford, 2015); ASCA National Model text; Texas Education Agency (2004); Key Assignment 15: Accountability Project	Exam Rubric; Key Assessment 15: Accountability Project Rubric

<p>P1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</p>	<p>Lecture, Readings, and class Discussions Chapter 2 (Eford, 2015); Key Assignment 15: Accountability Project</p>	<p>Key Assessment 15: Accountability Project Rubric</p>
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Content Areas include, but are not limited to, the following:

- I. Foundations of School Counseling
 - A. Definitions and Philosophy Related to School Counseling
 - B. Relationship of School Counseling Program to Academic and Student Services Programs
 - C. Integrating the School Counseling Program into the Total School Curriculum
 - D. Historical Development of the School Counseling Profession
 - E. Current Trends and Issues Affecting School Counseling and Educational Systems
 - F. The School Counseling Setting, Environment, and Curriculum
 - G. Opportunities and Barriers Affecting Student Success and Development
 - H. Legal Issues Relevant to School Counseling
 - I. Ethical Issues Related to School Counseling
 - J. Collaboration & Team Building: Parents, Non-counselor School Personnel, Outside Resources
- II. Essential Services in a School Counseling Program
 - A. Advocacy
 - B. Counseling
 - C. Classroom Guidance (Group guidance)
 - D. Consultation
 - E. Information Service
 - F. Assessment
 - G. Placement
 - H. Educational Planning and Career Development
 - I. Coordination
 - J. Funding Essential Services
- III. The Comprehensive Developmental School Counseling Program
 - A. Systems Theories in Relation to a Comprehensive Developmental School Counseling Program
 - B. Leadership Strategies to Promote a Comprehensive Developmental School Counseling Program
 - C. Models for a Comprehensive Developmental School Counseling Program
 - D. Program Development Cycle (Texas Model)
 - 1. Organizing for Change
 - 2. Planning the Program
 - 3. Designing the Program
 - 4. Implementing the Program
 - 5. Evaluating the Program
 - E. Evaluation of Individual Counselors



TEXES Competencies Related to this Course (*TEXES is the state examination required for school counselor certification.*)

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (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 003 (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 004 (Program Management)

The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

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.

COURSE REQUIREMENTS

The syllabus/schedule are subject to change.

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. 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 is an online class - it is important to schedule your time wisely. It is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how you spend that time will be different from student to student. You will be expected to participate and complete all online tasks via D2L

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. Online, 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. Key Assignment 14: Exam (100 points)

This exam will test your understanding of the components of a Comprehensive Developmental Professional School Counseling Program, its implementation, and support. It will consist of 25 multiple-choice, true/false, matching questions, and 4 short essay questions. You will have two and half (2.5) hours to complete the exam. A review of the final exam will be provided two weeks prior. Multiple-choice, true/false, or matching items test your content knowledge while short essay items test your ability to apply content knowledge to practice.

Key Assessment 14: Exam Rubric

(SC Standards: A1, A2, A3, A4, A5, E1, G1, H2, K3, & O1)

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	1 – Does Not Meet Expectation (0-79 points)	2 – Meets Expectation (80-89 points)	3 – Exceeds Expectation (90-100 points)
Grade Percentage on Exam	Less than 80% correct on all exam items	Between 80% and 89% correct on all exam items	Greater than 89% correct on all exam items

2. Key Assignment 15: Accountability Project (50 points)

To demonstrate the effectiveness of the school counseling program in measurable terms, as a school counselor, you will be expected to analyze data to determine how students are different as a result of the school counseling program. Using MEASURE (Mission, Elements, Analyze, Stakeholders-Unite, Results, Educate), you will design a way to measure the effectiveness of a part of the comprehensive guidance program (e.g., guidance lesson, group work, transitioning, school-to-work, postsecondary planning, and college admissions etc.). This is a concept assignment - you don't have to collect actual data from the school. Rather, you will come up with your own data. Details on what each element of the MEASURE entail are provided in the Appendix B. In addition, a sample will be available in D2L.

**Key Assessment 15: Accountability Project Rubric
(SC Standards A7, C1, E4, I3, I4, J2, J3, K1, M6, O5, & P1)**

	1 – Does Not Meet Expectation (0-15.9 points)	2–Meets Expectation (16-17.9 points)	3–Exceeds Expectation (18– 20 points)
Project evaluates a program model of a part of the comprehensive guidance program (20 points)	Submitted project demonstrates a lack of understanding on the components of a school counseling program such as guidance curriculum, individual planning, responsive services, and system support. Writing is fundamentally below graduate level expectations for research and scholarship.	Student demonstrated adequate understanding of the components of a school counseling program such as guidance curriculum, individual planning, responsive services, and system support and how to design and measure the effectiveness of one the component. Writing is at graduate level	Student demonstrates superior understanding of the components of a comprehensive school counseling and program development. In addition to presenting a practical format on designing, implementing, managing, and evaluating one of the components of school counseling program, the student provided relevant examples.

			Writing exceeds expectations.
MEASURE Design (20 points)	The design (MEASURE) was not clearly presented. Of the six elements - Mission, Elements, Analyze, Stakeholders-Unite, Results, and Educate, only two were clearly presented Writing is fundamentally below graduate level expectations for research and scholarship	Student clearly demonstrates a good understanding on how to design, implement, manage, and evaluate program models. Of the six elements, the student adequately discusses four of them with concrete examples to support the same.	Project is exemplary and demonstrates superior understanding of the MEASURE design with all the six elements comprehensively discussed with. In addition, the student discussed possible barriers on designing and implementing the MEASURE.
	1 – Does Not Meet Expectation (0-7.9 points)	2 – Meets Expectation (8-8.9 points)	3 – Exceeds Expectations (9-10 points)
APA Style/Grammar (10 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work.	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

3. **Discussion Boards (10 points each week: 5 points for initial post and 2.5 points for each of the two responses every week; 150 points total in the semester) in D2L.**

You will need to participate in online discussion. Discussion topics will be posted on **Monday** of their assigned week and all students should post their initial response by **Wednesday at 11:59 pm** of the same week. Additionally, you should reply to/comment on at least two (2) postings made by other students. All postings should be detailed, well thought out, and must be cited (class text, articles, and etc.). Postings such as ‘I agree with you,’ will not earn any points. You must explain why you agree with another student and provide support for your stand. The rubrics for both discussion and response posts are below Weekly discussion assignments are worth **10 points – 5 points for the initial posting and 2.5 points for each reply/comment (2 reply posts for a total of 5 points)**. Please note that no late postings will be accepted.

Discussion Post Rubric

	1 – Does Not Meet Expectation (0-1.6 points)	2 – Meets Expectation (1.6-3.3 points)	3 – Exceeds Expectations (3.4-5 points)
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Discussion Post Qualities (5 points)	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	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.
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Response Post Rubric

	1 – Does Not Meet Expectation (0-1.9 points)	2 – Meets Expectation (2-2.24 points)	3 – Exceeds Expectations (2.25-2.5 points)
Response Post Qualities (2.5 points)	Response is not complete, missing critical components OR feedback is not thoughtful. Response has several grammatical/APA errors and not consistent with graduate level work.	Response presents most elements in a brief manner. Response is evident of graduate level work with some grammatical/APA errors.	Response presents all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Response is evident of graduate level work with few to no grammatical/APA errors.

4. **Journal Article Critique (20 points):** You will choose a peer reviewed journal article on an issue within school counseling (e.g., attendance, bullying, teenage pregnancy, gangs, transition to college, drug abuse) and provide a critique (3-4 pages). The purpose of this article critique is to develop your skill to identify, interpret, and evaluate empirical research and apply research outcomes to practice relevant to school counseling.

Journal Article Critique Rubric

	1 – Does Not Meet Expectation (0-3.9 points)	2 – Meets Expectation (4-4.4 points)	3 – Exceeds Expectation (4.5-5 points)

Summary of basic article information (5 points)	Demonstrates a lack of knowledge on how to appropriately summarize key findings. Basic information missing of name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Not representative of graduate level work	Demonstrates knowledge on how to appropriately summarize a journal article but omits one or two key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of graduate level work	Demonstrates exceptional knowledge on how to appropriately summarize a journal article with no missing key points. Includes summary of basic information such as name of author(s), title of article, statement of the problem, purpose of the study, methods, and discussion of findings and implications. Representative of graduate level work
Critique of research (5 points)	Critique demonstrates little to no evidence of key ideas and findings. Did not include a critique of the research. Not representative of graduate level work	Critique demonstrates good evidence of key ideas and findings but omits one or two key points. Student's critique is fairly developed and has well-identified supporting points but may omit one or two key points. Representative of graduate level work	Demonstrates exceptional knowledge of key ideas and findings. Student's critique is clear, thorough, and has well-identified supporting points. Representative of graduate level work
Application to practice (5 points)	Application to practice was not addressed or insufficiently addressed; application was not relevant to School Counseling. Not representative of graduate level work	Application to practice was addressed but missing one or two key points; application was relevant to School Counseling. Representative of graduate level work	Application to practice was thoroughly addressed without any missing information; application was relevant to School Counseling. Representative of graduate level work
APA Style/Grammar (5 points)	Substantial APA errors (> 6 errors). Poor quality, not	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

	indicative of graduate level work.		
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5. Developmental Classroom Guidance Lesson (30 points)

Facilitating developmental classroom guidance lessons (psychoeducational groups) are a common and effective role of the professional school counselor in a *Comprehensive Developmental School Guidance and Counseling Program*. You will create an original developmental classroom guidance lesson plan for a specific group of students (specify grade level) with a specific topic (e.g., attendance, bullying, teenage pregnancy, gangs, transition to college, drug abuse). Additionally, students will provide an outline & handouts for their developmental classroom guidance session online to be available for their classmates.

Classroom Guidance Lesson Rubric

Category	1 – Does Not Meet Expectation (0-4.7 points)	2 – Meets Expectation (4.8-5.3 points)	3 – Exceeds Expectation (5.4-6 points)
Introduction (6 points)	Student fails to provide counselor and school name, lesson topic, lesson title, grade level, and format of presentation or identifies only two of the six areas listed above	Student spells out at least 4 areas of the following: counselor and school name, lesson topic, lesson title, grade level, and format of presentation.	Student clearly provides responses for all the 6 areas: counselor and school name, lesson topic, lesson title, grade level, and format of presentation.
Background knowledge (6 points)	Guidance lesson strands are not identified. Student fails to provide academic subject nor topic tied to the presentation. No TEKS aligned to the presentation are identified.	Student identifies at least one strand and academic subject tied to the presentation but fails to identify topic and TEKS. Or, identifies topic but no TEKS nor academic subject.	Guidance lesson strands, academic subject areas and topics tied the guidance lesson are all clearly provided. In addition, TEKS are provided.
Relevance (6 points)	Relevance of the guidance lesson to the student is not clearly addressed.	Relevance of the guidance lesson to the student is somewhat discussed with minimal examples provided for support.	Student clearly addresses how the guidance and academic lesson are related and relevant to the student. Many practical examples are provided for support.

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Counselor and Teacher Roles (6 points)	Counselor and teacher role in lesson are not clearly defined. Materials and technology not identified	Only counselor role, but not the teachers' role is defined. Identified materials and technology are inadequate for lesson presentation.	Both counselor and teacher roles are clearly identified including how they would collaborate. All required materials and technology identified.
Procedure (6 points)	Only 1 area of the following is addressed: synopsis, procedure, provision of handouts, and follow up questions.	Only 3 of the following are addressed: synopsis, procedure, provision of handouts, and follow up questions	Student clearly addressed the synopsis and procedure of the lesson. In addition, handouts and additional materials as well as follow up questions are provided.

GRADING

Final grades in this course will be based on the following scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

Assignment/Assessment	Point Value
Exam	100
Accountability Project	50
Discussions	150
Journal Article Critique	20
Classroom Guidance Lesson	30

Total points possible = 340. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 340. The resulting value is multiplied by 100 to yield a percentage. For example: $(320 \text{ [points earned]} / 340) \times 100 = 94\%$

Assignments are due on the day noted in the syllabus. Late assignments will have 10% deduction per day late from the final score. **I will not accept late discussion/response postings.**

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 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)
<http://www.java.com/en/download/manual.jsp>

The syllabus/schedule are subject to change.

- 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/>
 - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <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.

The syllabus/schedule are subject to change.



Technical Support

If you are having technical difficulty with any part of Brightspace, contact Brightspace Technical Support at 1-877-325-7778 or click on the **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>

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)

The syllabus/schedule are subject to change.



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/>

The syllabus/schedule are subject to change.



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

Course Calendar

Date	Topic	Readings	Assignments
1 Week of 1/30	Introductions, Texts, Syllabus, & Expectations		-Review Syllabus
2 Week of 2/3	Current Models, Historical Roots and Future Issues	-Chapter 1 (Eford, 2015)	-Discussion post -Initial discussion post 1 due 2/5 at 11:59pm -Response post due 2/9 at 11:59pm

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3 Week of 2/10	Transformational Thinking in Today's Schools	-Chapter 3 (Eford, 2015) vii-ix of ASCA National Model Book	-Discussion post -Initial discussion post 2 due 2/12 at 11:59pm -Response post due 2/16 at 11:59pm
4 Week of 2/17	<ul style="list-style-type: none">• Ethics of School Counseling• ASCA National Model	-Chapter 7 (Eford, 2015) Chapter 2 (Eford, 2015) -ASCA National Model book pp.1-30	-Discussion post -Initial discussion post 3 due 2/19 at 11:59pm -Response post due 2/23 at 11:59pm
5 Week of 2/24	Outcome Research, Data- Driven School Counseling, & Accountability in School Counseling	-Chapter 4, 5, and 6 (Eford, 2015) -ASCA National Model book pp. 41-56 & 100-107	Discussion post -Initial discussion post 5 due 2/26 at 11:59pm -Response post due 3/1 at 11:59pm -Journal Article Review 1 & 2 Due March 2
6 Week of 3/2	<ul style="list-style-type: none">• Culturally Competent School Counselor• Leadership and Advocacy in School Counseling	-Chapter 8 (Eford, 2015) -Chapter 9 (Eford, 2015)	-Discussion post -Initial discussion post 6 due 3/4 at 11:59pm -Response post due 3/8 at 11:59pm
7 Week of 3/9	Classroom Guidance	-Chapter 10 (Eford, 2015)	Discussion post -Initial discussion post 6 due 3/11 at 11:59pm -Response post due 3/15 at 11:59pm -Classroom Guidance Lesson Due March 26 at 11:59pm
8 Week of 3/16	SPRING BREAK	SPRING BREAK	SPRING BREAK
9 Week of 3/23	Individual & Group Counseling within the Schools	- Chapter 13 (Eford, 2015) - ASCA National Model Book pp. 84- 87	-Discussion post -Initial discussion post 8 due 3/25 at 11:59pm -Response post due 3/29 at 11:59pm
10 Week of 3/30	Career Planning	-Chapter 10 (Eford, 2015)	-Discussion post-Initial discussion post 10 due 4/1 at 11:59pm

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			-Response post due 4/5 at 11:59pm
11 Week of 4/6	Consultation, Collaboration, & Parent Involvement	-Chapter 15 (Eford, 2015)	-Discussion post-Initial discussion post 11 due 4/8 at 11:59pm -Response post due 4/12 at 11:59pm
12 Week of 4/13	Specialized Problems within the Schools	-Chapter 15 (Eford, 2015)	-Discussion post-Initial discussion post 12 due 4/17 at 11:59pm -Response post due 4/21 at 11:59pm
13 Week of 4/20	Professional School Counseling and Students with Disabilities	-Chapter 16 (Eford, 2015)	-Discussion post-Initial discussion post 13 due 4/22 at 11:59pm -Response post due 4/26 at 11:59pm Key Assignment 15: Accountability Project Due April 20 at 11:59pm
14 Week of 4/27	Helping Students with Mental and Emotional Disorders	-Chapter 17 (Eford, 2015) <i>Finals Review Posted</i>	-Discussion post-Initial discussion post 14 due 4/29 at 11:59pm -Response post due 5/3 at 11:59pm
15 Week of 5/4	Exam	Exam	Key Assignment 14: Exam due by Thursday, May 8th at 12pm

Appendix A

Here are some questions that may help you all in your critiques:

1. Are the title and/or abstract of the article appropriate and clear?
2. Is the purpose of the study/article clear?
3. Is the discussion of the findings/content relevant to the study purpose?
4. Have the authors cited essential and necessary literature related to the study topic?
5. Are there any sections of the article that need to be expanded or omitted?
6. Are the authors' ideas and/or statements clear or ambiguous?
7. Is the research important for the field (counseling)?
8. Are the research methods described in detail and are they understandable? Are they correct?
9. How did the authors incorporate research implications? Did they do so appropriately?
10. How would you use the research findings from your article (both clients served and the profession of counseling)?
11. What is your overall impression of the article?

Appendix B

Here is the breakdown of MEASURE:

1. *Mission* – School Counseling Mission – should include main areas/issues counselors work on in the school
2. *Element* – Critical data to measure e.g. graduation rate. Should include Baseline Data and the Goal (percentage of expected improvement. Also, include the time goal should be expected to be achieved)
3. *Analyze* -
 - a. Data is explained and broken down e.g. by demographics, grade level, etc. Data should be presented in graphs
 - b. Risk Factors identified
 - c. Interventions are discussed - broken down by medium/low/high risk
4. *Stakeholder-Unite*. Identify stakeholders and explain their detail role – what they would be doing in the project. Stakeholders include, but not limited to:
 - a. Teachers
 - b. Administrators
 - c. Parents and community
 - d. Student Support Services
 - e. Counselors
 - f. Psychologists (if available)
5. *Results* – provide results after the intervention. Provide baseline, intermediate, and final data. In addition to explaining data, it should be presented in a graph.
6. *Educate and Follow up* – Based on the findings, all the Stakeholders are educated. Clearly discuss who will provide education. In addition, discuss how and when follow up will be done.