COUN 514: School Counseling & Development
Course Syllabus, Spring 2022

INSTRUCTOR INFORMATION

Instructor: Donna Hickman, PhD, LPC, CSC
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University Email Address: donna.hickman@tamuc.edu
Preferred Method of Communication: E-mail
Communication Response Time: 24 hours, Monday-Friday

COURSE INFORMATION

Required Textbook:

Erford, B. (2019). Transforming the school counseling profession (5th ed.). Pearson.

Recommended Textbook:

American Psychological Association. (2019). Publication manual of the American Psychological
    Association (7th ed). Author.

Supplemental Readings:

American School Counselor Association (2019). *ASCA school counselor professional
    standards & competencies*. Alexandria, VA: Author.

American School Counselor Association (2016). *ASCA ethical standards for school counselors.*
    Alexandria, VA: Author.

Akos, P., Bastian, K. C., Domina, T., & de Luna, L. M. (2019). Recognized ASCA model
    program (RAMP) and student outcomes in elementary and middle schools. *Professional
    School Counseling, 22*(1), 1-9. https://doi.org/10.1177/2156759X19869933

Brock, S. E., & Reeves, M. A. L. (2017). School suicide risk assessment. *Contemporary
    School Psychology*, (22), 174-185. https://doi.org/10.1007/s40688-017-0157-7

Cholewa, B., Goodman-Scott, E., Warren, J. M., & Hull, M. F. (2020). School counselor
    consultation preparation: a national study. *Counselor Education and Supervision*, 59, 46-
    58. https://doi.org/10.1002/ceas.12165
Freeman, J., & Simonsen, B. (2015). Examining the impact of policy and practice
    interventions on high school dropout and school completion rates: a systematic review of
    literature. *Review of Educational Research, 85*(2), 205-248.

https://doi.org/10.3102/0034654314554431

Gilfillan, B. H. (2018). School counselors and college readiness counseling. *Professional School Counseling, 21*(1), 1-10. https://doi.org/10.1177/2156759X18784297

Grimes, L. E., Bright, S., & Whitley, N. C. (2017). Why we work: school counselors and their role in helping P-12 students learn about the world of work. *Career Planning and Adult Development Journal*, 26-31

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

Havlik, S., Ciarletta, M., & Crawford, E. (2019). "If we don't define our roles, someone else will"; professional advocacy in school counseling. *Professional School Counseling, 22* (1) 1-11. https://doi.org/10.1177/2156759X19848331

Hines, E. M., Moore, J. L., Mayes, R. D., Harris, P. C., Vega, D., Robinson, D. V., Gray, C. N., & Jackson, C. E. (2020). Making student achievement a priority: the role of school counselors in turnaround schools. *Urban Education, 55*(2), 216-237. https://doi.org/10.1177/0042085916685761

Lopez, C. J., & Mason, E. C. M. (2018). School counselors as curricular leaders: a content analysis of ASCA lesson plans. *Professional School Counseling, 21*(1b), 1 – 12. https://doi.org/10.1177/2156759X18773277

Martin, I., Lauterbach, A., & Carey, J. (2015). The identification of factors affecting the development and practice of school-based counseling in different national contexts: a grounded theory study using a worldwide sample of descriptive journal articles and book chapters. *International Journal of Advanced of Counseling, 37*, 305-318. https://doi.org/10.1007/S10447-015-9245-4

McMahon, H. G., & Patel, S. (2019). Who benefits? Adding inclusive innovation into the evidence-based school counseling research agenda. *Professional School Counseling, 22*(1b), 1-7. https://doi.org/10.1177/2156759X19834439

Mullen, P. R., Lambie, G. W., Griffith, C., & Sherrell, R. (2016). School counselors' general self-efficacy, ethical and legal self-efficacy, and ethical and legal knowledge. *Ethics and Behavior, 26*(5), 415-430. https://doi.org/10.1080/10508422.2015.1033627

Shields, C. M., Dollarhide, C. T., & Young, A. A. (2018). Transformative leadership in school counseling: an emerging paradigm for equity and excellence. *Professional School Counseling, 21*(1b), 1-11. https://doi.org/10.1177/2156759X18773581

Texas Education Agency (2018). The Texas model for comprehensive school counseling programs (5th

ed.). https://tea.texas.gov/sites/default/files/Pub_2018_Texas-Model_5th-Edition.pdf

Young, A., & Kaffenberger, C. (2015). School counseling professional development: assessing the use of data to inform school counseling services. *Professional School Counseling, 19*(1), 46-56.https://doi.org/105330/1096-2409-19.1.46

Course Description
COUN 514. *School Counseling and Development*. Three semester hours.
As the foundation course for those planning to enter the school counseling profession, this course covers history and development; models of programs, P-12 career development, and collaboration and consultation; advocacy for counseling roles; mental health and behavioral disorders; legal and ethical considerations; and use of data to inform and advocate for programs and students as they specifically relate to school counseling. The course is recommended for non-counselor educational professionals as well.

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 all students seeking school counselor certification in Texas. It 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 PK-12 school settings. Focus will be on the school counselor's role in promoting students' academic, career, along with social and emotional development; working with social, school, and organizational systems; and designing and implementing preventive, interventional, and treatment programs for all students.

Student Learning Outcomes

2016 CACREP Standards Addressed in COUN 514

SC Standard	Learning Activities	Assignment	Assessment Rubric	Benchmark
5.G.1.a. History and development of school counseling	● Lecture ● Readings, Class Discussion Readings: Chapter 1 (Erford, 2019); Journal Article (Martin, Lauterbach, & Carey, 2015)	1. Research paper	1. Research paper rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.1.b. Models of school counseling programs	● Lecture Readings: Chapter 2 (Erford, 2019); Journal Article (Akos, Bastian, Domina, & de Luna, 2019); American School Counselor Association (2019)	1. Research paper	1. Research paper rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.1.c. Models of P-12 comprehensive career development	● Lecture ● Class Discussions ● Readings: Chapter 12 (Erford, 2019); Journal Article (Grimes, Bright, & Whitley, 2017)	1. Research paper	1. Research paper rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.1.d. Models of school-based collaboration and consultation	● Lecture ● Class Discussions Readings: Chapter 14 (Erford, 2019); Journal Article (Cholewa, Goodman-Sott, Warren, & Hull, 2020); TEA (2018); American School Counselor Association (2019)	1. Research paper	1. Research paper rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.2.c. School counselor roles in relation to college and career readiness	● Lecture, ● Class Discussions Readings: Chapter 11 (Erford, 2019); Journal Article (Gilfillan, 2018); TEA (2018); American School Counselor Association (2019)	1. Classroom Guidance Lesson	1. Classroom Guidance Lesson rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

5.G.2.f. Competencies to advocate for school counseling roles	● Lecture, ● Class Discussions Readings: Chapter 3 (Erford, 2019); Journal Article (Havlik, Ciarletta, & Crawford, 2019); TEA (2018); American School Counselor Association (2019)	1. Research paper	1. Research paper rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.2.g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral	● Lecture ● Class Discussions Readings: Chapter 17 (Erford, 2019); Journal Article (Brock & Reeves, 2017); TEA (2018)	1. Research paper	1. Research paper rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.2.n. Legal and ethical considerations specific to school counseling	● Lecture Class Discussions Readings: Chapter 7 (Erford, 2019); Journal Article (Mullen, Lambie, Griffith, & Sherrell, 2016); A TEA (2018); SCA Ethical Standards (2016);	1. Research paper	1. Research paper rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.3.b. Design and evaluation of school counseling programs	Lecture, Class Discussions Readings: Chapter 10 (Erford, 2019); Journal Article (McMahon & Patel, 2019); TEA (2018); American School Counselor Association (2019)	1. Accounta-bility Project	1. Accounta-bility Project rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.3.c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	LectureClass Discussions Readings: Chapter 10 (Erford, 2019); Journal Article (Lopez & Mason, 2018); TEA (2018); American School Counselor Association (2019)	1. Classroom Guidance Lesson	1. Classroom Guidance Lesson rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.3.d. Interventions to promote academic development	● Lecture Class Discussions Readings: Chapter 11 (Erford, 2019); Journal Article (Hines et al., 2020);	1. Classroom Guidance Lesson	1. Classroom Guidance Lesson rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3)

	TEA (2018); American School Counselor Association (2019)			expectation
5.G.3.i. Approaches to increase promotion and graduation rates	● Lecture Class Discussions Readings: Chapter 12 (Erford, 2019); Freeman & Simonsen, 2015); TEA (2018)	1. Classroom Guidance Lesson	1. Classroom Guidance Lesson rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.3.k. Strategies to promote equity in student achievement and college access	Lecturelass Discussions Readings: Chapter 11 (Erford, 2019); Journal Article (Shields, Dollarhide, & Young, 2018); TEA (2018)	1. Classroom Guidance Lesson	1. Classroom Guidance Lesson rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.3.n. Use of accountability data to inform decision making	Lecturelass Discussions Readings: Chapter 5 (Erford, 2019); Journal Article (Young & Kaffenberger, 2015); TEA (2018)	1. Accounta-bility Project	1. Accounta-bility Project rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.3.o. Use of data to advocate for programs	Lecturelass Discussions Readings: Chapter 4 (Erford, 2019); Journal Article (Young & Kaffenberger, 2015); TEA (2018)	1. Accounta-bility Project	1. Accounta-bility Project rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

Content Areas include, but are not limited to, the following:
1. FOUNDATIONS
    a. history and development of school counseling
    b. models of school counseling program
    c. models of P-12 comprehensive career development
    d. models of schools-based collaboration and consultation
2. CONTEXTUAL DIMENSIONS
    a. school counselor roles in relation to college and career readiness
    b. competencies to advocate for school counseling roles
    c. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
    d. legal and ethical considerations specific to school counseling
3. PRACTICE
    a. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
    b. interventions to promote academic development
    c. approaches to increase promotion and graduation rates
    d. use of accountability data to inform decision making

e. use of data to advocate for programs and students

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

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.

COURSE ASSIGNMENTS/ASSESSMENTS

1. **D2L Discussions (10 points for each discussion; 100 points total)**
   You will participate in a total of ten discussion boards throughout the semester. You are expected to give a thorough and thoughtful response to each prompt. In addition to the initial discussion, you will also respond to two of your classmate's discussion posts. The rubrics for the discussions are below. For the weeks with discussion posts, they will open on Monday and close the following Sunday night. The initial post is due by Thursday at midnight, and the peer

<mark>responses are due by Sunday at midnight.</mark> However, feel free to post earlier than Thursday. Please note that late postings will not be accepted.

Discussion Board Rubric

	1 – Does Not Meet Expectation (0-7.9 points)	2 – Meets Expectation (8.0-8.9 points)	3 – Exceeds Expectations (9-10 points)
Discussion (10 points)	Post is not complete, not written in a clear manner OR post is missing critical components of the question. Responses to classmates are not complete, missing critical components OR feedback is not thoughtful. Initial post is not completed prior to Thursday at 11:59PM.	Post presents most elements of the question OR all elements discussed in a brief manner. Responses to classmates present most elements in a brief manner. Initial post is completed prior to Thursday at 11:59PM.	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Initial post is completed prior to Thursday at 11:59PM.

2. **Accountability Project (50 points)**

School counselors are accountable in promoting academic and self-development success for students and to communicate this information to teachers and administrators. The purpose of this assignment is 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 the impact of the school counseling program on student success. For this assignment, you will design a way to measure the effectiveness of a part of the comprehensive guidance program (e.g., classroom guidance lesson, group work, grade level transitions, school-to-work programs, postsecondary planning, college admissions, etc.). Detailed instructions for this assignment will be available in D2L.

Accountability Project Rubric

(CACREP Standards: 5.G.3.b; 5.G.3.n; 5.G.3.o)

	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	Student demonstrates 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	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

	graduate level expectations for research and scholarship.	the effectiveness of one the components. Writing is at graduate level.	components of a school counseling program, the student provided relevant examples. Writing exceeds expectations.
Project Design (20 points)	The project design was not 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.	Project is exemplary and demonstrates superior understanding of the project design.
	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. **Classroom Guidance Lesson (50 points)**
   Facilitating developmental classroom guidance lessons and psychoeducational groups are a common and effective role of the professional school counselor. For this assignment, you will create an original developmental classroom guidance lesson plan for a specific group of students related to academic success and/or college readiness. Detailed instructions for this assignment will be available in D2L.

Classroom Guidance Lesson Rubric
(CACREP Standards: 5.G.2.c; 5.G.3.c; 5.G.3.d; 5.G.3.i; 5.G.3.k)

Category	1 – Does Not Meet Expectation	2 – Meets Expectation	3 – Exceeds Expectation
Introduction (10 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 identifies at least 4 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 (10 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 TEKS.	Guidance lesson strands, academic subject areas and topics tied the guidance lesson are all clearly provided. In addition, TEKS are provided.
Relevance (10 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	Student clearly addresses how the guidance and academic lesson are related and relevant to the student.

		minimal examples provided for support.	Many practical examples are provided for support.
Counselor Role/ Materials and Technology (10 points)	Counselor role in lesson is not clearly defined. Materials and technology not identified.	Counselor role is defined. Identified materials and technology are inadequate for lesson presentation.	Counselor role is clearly identified. All required materials and technology identified.
Procedure (10 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.

4. **Research Paper (50 points)**
   For this assignment, you will write a research paper entitled 'Transforming the School Counseling Profession.' This paper must include the following areas: (a) a brief history and development of the school counseling profession, (b) models of school counseling programs, (c) models of collaboration and consultation, (d) models of PK-12 career development and school counselor roles related to college and career readiness, (e) advocating for counseling roles including working with students at risk for mental health and behavioral disorders, and (f) legal and ethical considerations specific to school counseling. Your paper must be 10-15 pages in length and written in APA format with a minimum of 10 peer reviewed.

Research Paper Rubric
(CACREP Standards: 5.G.1.a.; 5.G.1.b.; 5.G.1.c.; 5.G.1.d.; 5.G.2.f.; 5.G.2.g.; 5.G.2.n.)

	1 – Does Not Meet Expectation (0-7 points)	2 – Meets Expectation (8-8.9 points)	3 – Exceeds Expectation (9-10 points)
Description and impact on schools and society (10 points)	Description demonstrates a lack of understanding of the topic and student is not clear on how the school not community can be impacted. Does not meet graduate level work.	Student clearly describes the topic and discusses impact on school and community with examples. Work meets graduate level.	Student's description is superior. The topic is expounded in detail with research to support the same. Impact on school and community is not only discussed, but examples are given to support the same. Work exceeds expectation.
Strategies for working with students (10 points)	Student is not clear on strategies that work for students. Developmentally inappropriate strategies are discussed. Work is below graduate level.	At least 3 developmentally appropriate strategies are clearly presented. Student cites research to support own points and examples are provided for support. Work meets graduate level.	More than 3 developmentally appropriate strategies are discussed with multiple research citations to support own points. Student discussed differentiation and how different strategies can work for different students such as those with developmental delays. Work is superior.

Global interventions – school and community (10 points)	Student is not clear on how schools and the communities can work together. Student conceives schools and communities as mutually exclusive. No clarity on how systems interact. No examples are given to show how partnerships can work. student relies more on anecdotal evidence. Work is below graduate level.	Student fairly presents the importance of community and schools working together to solve the presented challenge. It is evident the student understands the importance of systems and how they interact. Examples are given and a few citations provided to support own points. Work fairly meets graduate level.	Student clearly describes and explains the importance and necessity of systems' cooperation in combatting school challenges. It is clear the student has a superior grasp of stakeholders' roles in the success of schools. Successful projects of school and community cooperation are given as examples. Additionally, there is clear evidence the student has sampled a variety of resources and the paper fundamentally relates to the purpose of the assignment.
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.

GRADING

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

90% - 100% A
80% < 90% B
70% < 80% C
60% < 70% D
    < 60%   F

Assignment/Assessment	Point Value
D2L Discussions (10 points each)	100
Accountability Project	50
Classroom Guidance Lesson	50
Research Paper	100
Total	**300**

Assignments are due on the day noted in the syllabus. Late assignments will not be accepted.

COMMUNICATION AND SUPPORT

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 reach out 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. When emailing, please use your university email.

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, D2Lsupports 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/
  - 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.

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 **Chat** or click on the words "click here**"** to submit an issue via email. **Live**

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. Late assignments will not be accepted.

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

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.

FLEXIBLE COURSE CALENDAR
(subject to change at the discretion of the instructor)

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1	Introductions, Syllabus, & Expectations			Discussion Post 1
Week 2	Current Perspectives, Historical Roots and Future Challenges	5.G.1.a	Erford (2019) Chapter 1: Becoming a Professional School Counselor Martin et al. (2015): The identification of factors affecting…	Discussion Post 2
Week 3	The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program	5.G.1.b	Erford (2019) Chapter 2: ASCA National Model Akos et al. (2019): Recognized ASCA model program… American School Counselor Association (2019). *ASCA school counselor professional standards & competencies.*	Discussion Post 3
Week 4	Transformational Thinking in Today's Schools	5.G.2.f	Erford (2019) Chapter 3: Transformational Thinking in Today's Schools Havlik et al. (2019): "If we don't define our roles…."	Discussion Post 4
			Journal Articles; Class	Classroom Guidance Lesson Plan

Week	Topic	Standard	Readings	Assignment
Week 5			TEA Texas Model	Classroom Guidance Lesson due **2/14**
Week 6	Systemic, Data-Driven School Counseling Outcomes, and Evaluating Programs	**5.G.3.o**	Erford (2019) Chapter 4: Systemic, Data-Driven School Counseling Practice Young & Kaffenberger (2015): School counseling professional development……	Discussion Post 5
Week 7	Accountability: Assessing Needs, Determining Outcomes, and Evaluating Programs	**5.G.3.n**	Erford (2019) Chapter 5: Accountability Young & Kaffenberger (2015): School counseling professional development	Discussion Post 6
Week 8				Accountability Project due **3/7**
Week 9	Ethical, Legal, and Professional Issues in School Counseling	**5.G.2.n**	Erford (2019) Chapter 7: Ethical, Legal, and Professional Issues Mullen et al. (2016): School counselors' general… TEA Texas Model (2018) ASCA Ethical Standards (2016)	Discussion Post 7
Week 10	Implementing the Developmental School Counseling Core Curriculum in the Classroom	**5.G.3.c**	(Erford, 2019) Chapter 10: Implementing the Developmental School Counseling Core Curriculum… Lopez & Mason (2018): School counselors as curricular …. TEA (2018) American School Counselor Association (2019)	Discussion Post 8
Week 11	Academic K-12 Development and Planning for College and Career Readiness	**5.G.2.c; 5.G.3.d; 5.G.3.k.**	Erford (2019) Chapter 11: Academic K-12…… Gilfillan (2018): School counselors and college… Hines et al. (2020): Making student achievement a priority Shields, Dollarhide, & Young (2018): Transformative	Discussion Post 9

			leadership	
			TEA (2018)	
			American School Counselor Association (2019)	
Week 12	Promoting Career and Individual Planning in Schools	**5.G.1.c; 5.G.3.i**	Erford (2019) Chapter 12: Promoting Career…	Discussion Post 10
			ASCA National Model	
Week 13	Consultation, Collaboration, and Encouraging Parent Involvement	**5.G.1.d**	Erford (2019) Chapter 14: Consultation, Collaboration…	
			Cholewa, et al. (2020): School counselor consultation…	
			TEA (2018)	
			American School Counselor Association (2019)	
Week 14	Helping Students with Mental and Emotional Disorders	**5.G.2.g**	Erford (2019) Chapter 17: Helping Students with Mental…	
			Brock & Reeves (2017): School suicide risk assessment….	
			TEA (2018)	
Week 15		**5.G.3.b 5.G.3.n 5.G.3.o**		Final Paper due