



COUN 520: Advanced School Counseling and Development
Course Syllabus, Summer II 2022
Online Class

INSTRUCTOR INFORMATION

Instructor: Donna Hickman, PhD, LPC, CSC
Office Hours: Virtual (by appointment only)
University Email Address: donna.hickman@tamuc.edu
Preferred Method of Communication: E-mail
Communication Response Time: 24 hours, Monday-Friday

COURSE INFORMATION

Required Textbooks

Dollarhide, C. T., & Saginak, K. A. (2017). *Comprehensive school counseling programs: K-12 delivery systems in action* (3rd ed.). Pearson.

Texas Education Agency (2018). The Texas model for comprehensive school counseling programs. 5th ed.). Austin, TX. https://tea.texas.gov/sites/default/files/Pub_2018_Texas-Model_5th-Edition.pdf. A copy is also available in D2L under Resources.

Supplemental Readings

1. American School Counselor Association (2019). *ASCA school counselor professional standards & competencies*. Author.
2. American School Counselor Association (2016). *ASCA ethical standards for school counselors*. Author.
3. Brown, C. H. (2019). Perceptions of school counselors surviving a school shooting. *Professional School Counseling*, 22(1), 1-13.
<https://doi.org/10.1177/2156759X19853250>
4. Carey, J. C., Martin, I., Harrington, K., & Trevisan, M. S. (2019). Competence in program evaluation and research assessed by state school counselor licensure examinations. *Professional School Counseling*, 22(1), 1-11.
<https://doi.org/10.1177/2156759X18793839>

The syllabus/schedule are subject to change.



5. Feemster, K. G., Proctor, S. L., & Hoffman, N. G. (2016). A pragmatic strategy for monitoring substance use and potential impacts of prevention programming for local school districts. *Preventing School Failure: Alternative Education for Children and Youth*, 60(4), 286-295. <https://doi.org/10.1080/1045988X.205.1124833>
6. Goodman-Scott, E., Betters-Bubon, J., & Donohue, P. (2016). Aligning comprehensive school counseling programs and positive behavioral interventions and supports to maximize school counselor's efforts. *ASCA*, 19(1), 57- 67.
7. Lawson, G., Trepal, H. C., Lee, R. W., & Kress, V. (2017). Advocating for educational standards in counselor licensure laws. *Counselor Education and Supervision*, 56, 162-176. <https://doi.org/10.1002/ceas.12070>
8. Maughan, E. D., McCarthy, A. M., Perkhounkova, Y., & Kelly, W. (2015). Medication management in schools. *The Journal of School Nursing*, 34(6), 468-479. <https://doi.org/10.1177/1059840517729739>
9. McMahan, 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>
10. Mrvar, P. G., & Mazgon, J. (2017). The role of the school counselor in school-community collaboration: the case of Slovenia. *International Journal of Cognitive Research in Science, Engineering, and Education*, 5(1), 19-30. <https://doi.org/10.5937/IJCRSEE1701019G>
11. Otite-Onigu, E., Patel, B., Ansari, I., Rai, K., Lee, S., & Shah, A. A. (2019). Substance use in adolescents: Diagnostic dilemma with case examples. *Psychiatric Annals*, 49(6), 263-268.
12. Robinson, D. M., Mason, E. C. M., McMahan, H. G., Flowers, L. R., & Harrison, A. (2019). New school counselors' perceptions of factors influencing their roles as leaders. *Professional School Counseling*, 22(1), 1-15. <https://doi.org/10.1177/2156759X19852617>
13. 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>
14. Tubin, D., & Pinyan-Weiss, M. (2015). Distributing positive leadership: the case of team counseling. *Educational Management Administration & Leadership*, 43(4), 507-525. <https://doi.org/10.1177/1741143214523012>

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15. Young, A. A., & Byran, J. A. (2018). The school counselor leadership survey: confirmatory factor analysis and validation. *Measurement and Evaluation in Counseling and Development*, 51(4), 235-249. <https://doi.org/10.1080/07481766.2018.1436190>

COURSE DESCRIPTION

Catalogue Description of the Course

COUN 520, Advanced School Counseling and Development

This course is an overview of contemporary school counseling issues, with a special emphasis on development, administration, and evaluation of comprehensive school counseling programs for students K-12.

Prerequisites:

COUN 501, 510, 512 and 514

General Course Information

This course is an extension of COUN 514. Specifically, it provides students a more in-depth learning experience of comprehensive developmental school counseling programs and specialized topics within school counseling. It is designed to support further understanding of how to implement a comprehensive developmental school counseling program. Specialized topics are examined in more depth as students are taught models that can be applied in school settings. To achieve this, students are expected to develop their own models for practical application. The course is required of all students seeking master's degrees with the school counseling focus and of all students seeking school counselor certification in Texas. In addition, the course is intended to support the development of students' professional school counseling competencies (dispositions, knowledge, skills, and attitudes) as stipulated by the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2016), and the TEXES COMPETENCIES.

Student Learning Objectives

2016 CACREP Standards Addressed in COUN 520

SC Standard	Learning Activities or Assignment	Assessment	Assessment Rubric	Benchmark
5.G.2.a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools.	<ul style="list-style-type: none">• Lecture, Class Discussions, and Projects• Readings: (Dollarhide & Saginak, 2017, Chapter 5 pp 87-109; Shields, Dollarhide, & Young, 2018; ASCA National	1. Interview project	1. Interview project rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

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	Model text; Texas Education Agency, 2018)			
5.G.2.b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	<ul style="list-style-type: none">• Lecture, Class Discussions, and Projects• Readings: (Dollarhide & Saginak, 2017, Chapter 2, pp 20-34; Mrvar & Mazgon, 2017; ASCA National Model text; Texas Education Agency, 2018)	1. Interview project	1. Interview project rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
5.G.2.d. School counselor roles in school leadership and multidisciplinary teams	<ul style="list-style-type: none">• Lecture, Class Discussions, and Projects• Readings: (Dollarhide & Saginak, 2017, Chapter 5, pp 87-109; Tubin & Pinyan-Weiss, 2015; ASCA National Model text; Texas Education Agency, 2018)	1. Interview project	1. Interview project rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
5.G.2.e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	<ul style="list-style-type: none">• Lecture, Class Discussions, and Projects• Readings: (Dollarhide & Saginak, 2017, Chapter 8, pp 138-155; Brown, 2019)	1. Interview project	1. Interview project rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
5.G.2.h. Common medications that affect learning, behavior, and mood in children and adolescents	<ul style="list-style-type: none">• Lecture, Class Discussions, and Projects• Readings: (Dollarhide & Saginak, 2017, Chapter 8, pp 138-155); Maughan, McCarthy, Perkhounkova, & Kelly, 2015; Texas Education Agency, 2018)	1. Research paper	1. Research paper rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
5.G.2.i. Signs and symptoms of substance abuse in children and	<ul style="list-style-type: none">• Lecture, Class Discussions, and Projects• Readings: (Dollarhide & Saginak, 2017, Chapter 8,	1. Research paper	1. Research paper rubric	1. $\geq 80\%$ of average rubric scores will either meet (2)

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adolescents as well as the signs and symptoms of living in a home where substance use occurs	pp 138-155; Otite-Onigu, Ansari, Rai, Lee, & Shah, 2019; Feemster, Proctor, & Hoffman, 2016)			or exceed (3) expectation
5.G.2.j. Qualities and styles of effective leadership in schools	<ul style="list-style-type: none">• Lecture, Class Discussions, and Projects• Readings: (Dollarhide & Saginak, 2017, Chapters 1 & 8, pp 1 -19; 138-155; Young & Byran, 2018; Texas Education Agency, 2018)	1. Interview project	1. Interview project rubric	1. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.2.k. Community resources and referral sources	<ul style="list-style-type: none">• Lecture, Class Discussions, and Projects• Readings: (Dollarhide & Saginak, 2017, Chapter 8, pp 138-155; Mrvar & Mazgon, 2017; Texas Education Agency, 2018)	1. Research paper	1. Research paper rubric	1. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.2.l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling	<ul style="list-style-type: none">• Lecture, Class Discussions, and Projects• Readings; (Dollarhide & Saginak, 2017, Chapter 12, pp 207-232; Lawson, Trepal, Lee, & Kress, 2017; Texas Education Agency, 2018)	1. Journal article review	1. Journal article review rubric	1. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.2.m. Legislation and government policy relevant to school counseling	<ul style="list-style-type: none">• Lecture, Class Discussions, and Projects• Readings: (Dollarhide & Saginak, 2017, Chapter 12, pp 207-232; Carey, Martin, Harrington, & Trevisan, 2019; Texas Education Agency, 2018)	1. Journal article review	1. Journal article review rubric	1. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation
5.G.3.a. Development of school counseling program mission	<ul style="list-style-type: none">• Lecture, Class Discussions, and Projects• Readings: (Dollarhide & Saginak, 2017, Chapter 6, pp 110 -122; McMahan	1. Interview project	1. Interview project rubric	1. \geq 80% of average rubric scores will either meet (2)

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statements and objectives	& Patel, 2019; Texas Education Agency, 2018)			or exceed (3) expectation
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CONTENT AREAS include, but are not limited to, the following:

1. FOUNDATIONS

- a. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in school leadership and multidisciplinary teams
- d. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- e. common medications that affect learning, behavior, and mood in children and adolescents
- f. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- g. qualities and styles of effective leadership in schools
- h. community resources and referral sources
- i. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- j. legislation and government policy relevant to school counseling

3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. strategies to promote equity in student achievement and college access

TExES Competencies related to this course:

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 meet 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.

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Instructional Methods

This is an online class, and 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. You are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be completed according to APA 7th 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 Discussion Posts (100 points): Students will participate in a total of five discussion boards during the semester (20 points each). 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 classmates' 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. **Your initial post is due by Thursday at midnight, and your peer responses are due by Sunday at midnight.** However, feel free to post earlier than Thursday. Please note that **late postings will not be accepted.**

Discussion Post Rubric

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	1 – Does Not Meet Expectation (0-1.58 points)	2 – Meets Expectation (1.59-1.78 points)	3 – Exceeds Expectations (1.79-2.0 points)
Discussion Post Qualities	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.

Response Post Rubric

	1 – Does Not Meet Expectation (0-1.58 points)	2 – Meets Expectation (1.59-1.78 points)	3 – Exceeds Expectations (1.79-2.0 points)
Response Post Qualities	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.

2. Research Paper (50 points): Students will write a research paper on how common medications and substance abuse can affect learning for children and adolescents. In your paper, include the effects of medications on behavior and mood as well as symptoms of substance abuse and/or symptoms of living in a home where substance abuse occurs. Next, discuss strategies and interventions for working with children and adolescents experiencing substance abuse. Finally, include a discussion on community and referral resources. Your paper must be **10-15 pages in length** with a minimum of **5 peer-reviewed resources** and formatted according to APA guidelines.

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Research Paper Rubric

(Standards: 5.G.2.h; 5.G.2.i; 5.G.2.k.)

	1 – Does Not Meet Expectation (0-7 points)	2 – Meets Expectation (8-8.9 points)	3 – Exceeds Expectation (9-10 points)
Description of how substance abuse can affect learning for children and adolescents. (15 points)	Description demonstrates a lack of understanding of the topic unclear on how students are impacted. Does not meet graduate-level expectations.	Student clearly describes the topic and discusses impact on students. Work meets graduate-level expectations.	Student's description is superior. The topic is expounded in detail with research to support the same. Impact on students is not only discussed, but examples and/or case studies are provided. Work exceeds expectations.
Strategies and interventions for working with students experiencing substance abuse. (15 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 expectations.	More than 3 developmentally appropriate strategies are discussed with multiple research citations to support own points. Work is superior.
Community and referral resources (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. 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 meets graduate level expectations.	Student clearly describes and explains the importance and necessity of school-community 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 consulted a variety of scholarly resources.
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. Journal Article Critiques (50 points): Students will choose **two** peer-reviewed journal articles on two different contemporary issues related to the field of school counseling. The articles must have been published within the last five years. Each article review should be between 2-4 pages (4-8 pages total). The purpose of this assignment is to develop your skill to identify, interpret, and evaluate empirical research and apply research outcomes to practice relevant to school counseling.

The focus of these critiques should be your evaluation and analysis of the research itself (not simply summarizing the article). Questions to guide your critique can be found in Appendix A.

**Journal Article Critique Rubric
 (Standards: 5.G.2.i; 5.G.2.m)**

	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	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.	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



	representative of graduate level work	Representative of graduate level work	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 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.

4. Final Exam (50 points): Students will take a final exam to assess their understanding of course content. The exam will open on **Friday, August 6th** and close on **Thursday, August 12th**. The exam will consist of five written-response (essay) questions and should be formatted according to APA 7th edition guidelines. This will be an open-book, open-note exam.



GRADING

Assignment/Assessment	Points
Discussion Posts	100
Research Paper	50
Journal Article Critiques	50
Final Exam	50
Total	100

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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.

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- 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.

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- 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>
- Current anti-virus software must be installed and kept up to date.

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

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you

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do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

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

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

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

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

Technical Support

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



System Maintenance

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

Interaction with Instructor Statement

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

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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)

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](#)

The syllabus/schedule are subject to change.



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<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.

The syllabus/schedule are subject to change.



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

Date	Topic	CAREP Standards	Readings and Activities	Assignments
Week 1	The Profession of School Counseling Schools as Social Institutions	5.G.2.j. 5.G.2.b	-Dollarhide & Saginak (2017) Chapter 1 -Dollarhide & Saginak (2017) Chapter 2	-Introduction/Wellness Check-Ins -Discussion Post 1
Week 2	Leadership, Advocacy, Collaboration, and Systemic Change Foundation, Management, and Accountability Systems	5.G.2.d	- (Dollarhide & Saginak (2017) Chapter 5 - Dollarhide & Saginak (2017) Chapter 6	-Discussion Post 2 -Journal Article Critiques due 7/25
Week 3	Delivery System: Counseling Activities Delivery System: Educating Activities	5.G.2.a; 5.G.2.b 5.G.2.d; 5.G.2.e 5.G.2.j; 5.G.3. a 5.G.2.k.	- Dollarhide & Saginak (2017) Chapter 8 - Dollarhide & Saginak (2017) Chapter 9 -Texas Model for Comprehensive School Counseling Programs	-Discussion Post 3

The syllabus/schedule are subject to change.



Week 4	Delivery System: Consultation	5.G.2.l. 5.G.2.m.	-Dollarhide & Saginak (2017) Chapter 10	-Discussion Post 4 -Research Paper due 8/8
Week 5	Ethical, Personal, and Professional Issues		-Dollarhide & Saginak (2017) Chapter 12	-Discussion Post 5 -Final Exam due 8/12

Appendix A: Journal Article Critiques

Here are some questions that may help you with 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 of counseling?
8. Are the research methods described in detail? 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 with clients served and the profession of counseling)?
11. What is your overall impression of the article?