



COUN 520: Advanced School Counseling and Development

Course Syllabus: Spring 2025

Web Based

INSTRUCTOR INFORMATION

Instructor: Elizabeth Malveaux-Hudson, PhD

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Preferred Form of Communication: E-mail

Communication Response Time: 24 hours, Monday – Friday

Main Office Location: Commerce

Office Hours:

Virtual

Email for appointment

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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 - located at https://tea.texas.gov/sites/default/files/Pub_2018_Texas_Model_5th-Edition.pdf. A copy is also available in D2L under 'Resources'

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

**Other readings as assigned

Required 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>

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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>
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>

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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>
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>

Recommended Textbook

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

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 Outcomes (SLOs):

Measurement 1 (Knowledge):

I. Research Paper. Students will explore the impact of substance use on learning, behavior, and mood. Relevant developmental models and considerations will also be discussed.

Measurement 2 (Skills):

I. Research Paper. Student will identify community and referral resources that can be used in the future clinical practice.

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II. School Counselor Interview. Students will partner with school counselors in their community to gain hands-on experience of school counselor roles and responsibilities.

*All SLOs address the respective CACREP Standards evident in the syllabus.

2016 CACREP Standards Addressed in COUN 520 PLOs

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 (Week 7, 8, & 11) ▪ Readings: (Dollarhide & Saginak, 2017, Chapter 5 pp 87-109; Shields et al., 2018; 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.b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	<ul style="list-style-type: none"> ▪ Lecture (Week 3, 7, 8, 11, & 13) ▪ 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 (Week 4, 7, 8, 11, & 12) ▪ 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,	<ul style="list-style-type: none"> • Lecture (Week 7, 8, & 11) • 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
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disasters, and trauma				
5.G.2.h. Common medications that affect learning, behavior, and mood in children and adolescents	<ul style="list-style-type: none"> • Lecture (Week 14 & 16) • 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 adolescents as well as the signs and symptoms of living in a home where substance use occurs	<ul style="list-style-type: none"> • Lecture (Week 14 & 16) • Readings: (Dollarhide & Saginak, 2017, Chapter 8, pp 138-155; Otite-Onigu, Ansari, Rai, Lee, & Shah, 2019; Feemster, Proctor, & Hoffman, 2016) 	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.j. Qualities and styles of effective leadership in schools	<ul style="list-style-type: none"> • Lecture (Week 2, 7, 8, & 11) • 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 (Week 10) • 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 (5 & 15) • 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	<ul style="list-style-type: none"> • Lecture (Week 5 & 15) 	1. Journal article	1. Journal article	1. $\geq 80\%$ of average rubric

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government policy relevant to school counseling	<ul style="list-style-type: none"> • Readings: (Dollarhide & Saginak, 2017, Chapter 12, pp 207-232; Carey, Martin, Harrington, & Trevisan, 2019; Texas Education Agency, 2018) 	review	review rubric	scores will either meet (2) or exceed (3) expectation
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5.G.3.a. Development of school counseling program mission statements and objectives	• Lecture (Week 6, 7, & 8) • Readings: (Dollarhide & Saginak, 2017, Chapter 6, pp 110 -122; McMahon & Patel, 2019; Texas Education Agency, 2018)	1. Interview project	1. Interview project rubric	1. ≥ 80% of average rubric scores will either meet (2) 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.

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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 - 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. **Discussion (6 points each week: 2 points for initial post and 2 points for each of the two responses every week; 78 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 **6 points – 2 points for the initial posting and 2 points for each reply/comment.** Please note that no late postings will be accepted.

Discussion Post Rubric

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

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 symptoms of living in a home where substance abuse occurs. Finally, include a discussion on community and referral resources. Your paper must be 12-14 pages in length with a minimum of 14 peer reviewed resources and be written in APA format.

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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)
Topic 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	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	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
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	systems interact. No examples are given to show how partnerships can work. student relies more on anecdotal evidence. Work is below graduate level.	interact. Examples are given and a few citations provided to support own points. Work fairly meets graduate level.	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.

3. School Counselor Interview Project (50 pts)

To complete this assignment, you will contact a local school counselor and schedule a time

to interview him/her at school. A questionnaire will be provided for the interview. Following the interview, you will write up a summary of the interview comparing and contrasting views of the school counselor, you interviewed, with what literature/research reports on the following areas: role of school counselors as leaders, advocates, and systems' change agents; qualities and styles of effective leadership in schools; how school counselors consult with families, post-secondary personnel, and community agencies; how school counselors play a leadership role in multidisciplinary teams such as Student Support Teams (SST) and ARD meetings; school counselor's roles and responsibilities in relation to the school emergency management plans, crises, disasters, and trauma; and how school counselors develop a mission statement to clearly capture the objectives of the counseling program. Your paper must include citations since you are comparing and contrasting interview findings with research.

School Counselor Interview Project Rubric
(Standards: 5.G.2.a; 5.G.2.b; 5.G.2.d.; 5.G.2.e.5.G.2.j; 5.G.3.a)

	1 – Does Not Meet Expectation (0-7 points)	2 – Meets Expectation (8-8.9 points)	3 – Exceeds Expectation (9-10 points)
Interview school counselor	Student does not respond to the requirements given	Student fairly responds to the assignment's instructions. Student	Student's paper meets all stipulated requirements for the

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(10 points)	in the instructions. The interviewing process is mechanical. Student does not ask any follow up questions. Work is below graduate level.	interviews counselor but doesn't ask any follow up questions – just strictly follows the script.	assignment. Student asks follow-up questions to clarify responses from interviewees.
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Compare and contrast (10 points)	Students does not follow directions and only discusses similarities or differences but not both.	Student discusses similarities and contrasts of four areas stipulated in the directions.	All the five areas listed in the directions are discussed with clear similarities and differences.
Details and citations (10 points)	Work is below graduate level. No citations are provided	Work fairly meets graduate level. Student includes at least 3 citations.	Student provides examples to support own points. Work is superior and meets graduate level. Student included 5 or more citations.
APA Style/Grammar – Write up summary (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.

4. Journal Article Critiques (40 points):

You will choose two peer reviewed journal articles on the following topics: a) professional organizations and credentials relevant to the practice of school counseling, and b) legislation and government policy relevant to school counseling. You will provide a brief summary of the article, but the main focus should be your evaluation and analysis of the research itself. Some helpful questions to consider in writing your critique include:

- a. is the author qualified to write about the topic?
- b. were the research questions adequately answered by the research methods?
- c. can results be generalized?
- d. can results be applied, i.e. is the article relevant or outdated?
- e. was the research grounded in theory and previous literature?

Each article review should be between 2 – 4 pages. Accordingly, this assignment will be between 4-8 pages. Each review will be worth 20 points. The purpose of this article critique is to develop your skill to identify, interpret, and evaluate empirical research and apply research

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outcomes to practice relevant to school counseling.

Journal Article Critique Rubric

(Standards: 5.G.2.l; 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 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	Application to practice was addressed but missing one or two key points; application was relevant to School Counseling.	Application to practice was thoroughly addressed without any missing information; application was relevant to School Counseling.
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	Counseling. Not representative of graduate level work	Representative of graduate level work	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.

GRADING

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

Assignment/Assessment Points Value Discussion 78 points Journal Article Review 40 points Research Paper 50 points Counselor Interview 50 points **Total** 218 Points

Total points possible = 218. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 218. The resulting value is multiplied by 100 to yield a percentage. For example: $(212 \text{ [points earned]} / 218) \times 100 = 97\%$

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
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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

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

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive

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

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- 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 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, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.

System Maintenance

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

Interaction with Instructor Statement

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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

Syllabus Change Policy

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

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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>

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/gr>

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.

[Example] COURSE OUTLINE / CALENDAR

Course Calendar

Date	Topic	CAREP Standards	Readings and Activities	Assignments
Week 1	Introduction, Texts, Syllabus, & Expectations			-Review Syllabus
Week 2	The Profession of School Counseling	5.G.2.j.	- Dollarhide & Saginak (2017) Chapter 1: The Profession of School... -Young & Byran (2018): The school counselor leadership.... -Lecture	-Initial discussion post 2 due 1/30 at 11:59pm -Response post due 2/3 at 11:59pm

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Week 3	School as Social Institutions	5.G.2.b	- Dollarhide & Saginak (2017) Chapter 2: School as Social.... -Mrvar & Mazgon (2017): The role of the school counselor.... -Lecture	-Initial discussion post 3 due 2/6 at 11:59pm -Response post due 2/10 at 11:59pm
Week 4	Leadership, Advocacy, Collaboration, and Systemic Change	5.G.2.d	- Dollarhide & Saginak (2017) Chapter 5: Leadership, Advocacy.... -Tubin & Pinyan-Weiss (2015): Distributing positive leadership.... - Lecture	-Initial discussion post 4 due 2/13 at 11:59pm -Response post due 2/17 at 11:59pm
Week 5	Work on Journal Article Critiques	5.G.2.l 5.G.2.m	Journal Articles (Library Databases)	-Initial discussion post 5 due 2/20 at 11:59pm -Response post due 2/24 at 11:59pm

Week 6	Foundation, Management, and Accountability Systems	5.G.3.a	- Dollarhide & Saginak (2017) Chapter 6: Foundation, Management.... -McMahon & Patel (2019): Who benefits?..... - Lecture	-Initial discussion post 6 due 2/27 at 11:59pm -Response post due 3/3 at 11:59pm Journal Article Critiques Due Monday, February 18th
Week 7	Field Work: School Counselors' Interviews	5.G.2.a; 5.G.2.b 5.G.2.d; 5.G.2.e 5.G.2.j; 5.G.3. a	-Shields et al. (2018): Transformative leadership.... -Mrvar & Mazgon (2017): The role of the school.... -Tubin & Pinyan-Weiss (2015): Distributing positive leadership....	-Initial discussion post 7 due 3/6 at 11:59pm -Response post due 3/10 at 11:59pm
Week 8	Field Work: School Counselors' Interviews	5.G.2.a; 5.G.2.b 5.G.2.d; 5.G.2.e 5.G.2.j; 5.G.3. a.	-Brown (2019): Perceptions of school..... -Young & Byran (2018): The school counselor leadership survey... -McMahon & Patel (2019): Who benefits?.....	-Initial discussion post 8 due 3/13 at 11:59pm -Response post due 3/17 at 11:59pm
Week 9	Spring Break		Spring Break	Spring Break
Week 10	Delivery System:	5.G.2.k.	- Dollarhide & Saginak (2017) Chapter 8: Delivery System...Counseling...	-Initial discussion post 9 due 3/27 at 11:59pm -Response post due

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	Counseling Activities		-Mrvar & Mazgon (2017): The role of the school counselor... - Lecture	3/31 at 11:59pm
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Week 11	Complete School Counselor's Interview Project	5.G.2.a; 5.G.2.b 5.G.2.d; 5.G.2.e 5.G.2.j; 5.G.3. a	Journal Articles (Library Databases)	
Week 12	Delivery System: Educating Activities	5.G.2.d.	- Dollarhide & Saginak (2017) Chapter 9: Delivery System....Educating.... - Tubin & Pinyan-Weiss (2015): Distributing positive leadership.... - Lecture	-Initial discussion post 10 due 4/3 at 11:59pm -Response post due 4/7 at 11:59pm
Week 13	Delivery System: Consultation	5.G.2.b.	- Lecture - Dollarhide & Saginak (2017) Chapter 10: Delivery System....Consultation.... JournMrvar & Mazgon (2017): The role of the school counselor...	-Initial discussion post 11 due 4/10 at 11:59pm -Response post due 4/14 at 11:59pm Counselors Interview Project Due 4/8/2019 at 11:59pm
Week 14	-Common Medication and Substance Abuse -Work on Research Paper	5.G.2.h. 5.G.2.i.	-Maughan et al. (2015): Medication management.... -Otite-Onigu et al. (2019): Substance use in adolescents.... Books and Library Databases	
Week 15	Ethical, Personal, and Professional Issues	5.G.2.l. 5.G.2.m.	- Lecture -Dollarhide & Saginak (2017) Chapter 12: Ethical, Personal.... -Lawson et al. (2017): Advocating for educational..... -Carey et al. (2019): Competence in program evaluation.....	-Initial discussion post 12 due 4/17 at 11:59pm -Response post due 4/21 at 11:59pm
Week 16	Complete Research Project	5.G.2.h. 5.G.2.i.	- Journal Articles; books (Library Databases)	Research Paper Due 5/6/2025 by 11:59 pm

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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?

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