Counseling
EAST TEXAS A&M

COUN 660:81E DOCTORAL FIELD EXPERIENCE

Course Syllabus: Spring 2026 (January 29 – May 8)
Monday, 7:20 to 10:10 pm
ETAMU Campus: Dallas: Room: 813

AI use policy as of May 25, 2023

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

INSTRUCTOR INFORMATION

Instructor: Karl Vonzell Mitchell, PhD, NCC, LCDC, LPCA, CWC, IOM

University Email Address: Karl.Mitchell@etamu.edu
https://www.etamu.edu/people/karl-mitchell-ph-d/

Preferred Form of Communication: E-mail
Communication Response Time: 24 hours Monday - Friday

Main Office Location: Commerce, Henderson 323E   **Office Hours**: By appointment

Monday (Dallas) 1:00-6:30pm, Tuesday (Commerce) 1:00-4:30pm,
Thursday (Plano) 1:00-4:00pm, Friday (Commerce) 1:00-5:00pm

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COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Jungers, C. M., Scott, J., & Gregoire, J. (2025). *Practicum & Internship: Textbook and Resource Guide for Counseling and Psychotherapy* (7th ed). New York, NY: Routledge.

**Other readings as assigned (see required supplemental readings below)

Other Required Readings

American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: Author. Retrieved from https://www.counseling.org/resources/ethics

American School Counselor Association. (2016). ASCA Ethical Standards for School Counselors. https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf

Mitchell, K. V. (2025). A Qualitative Inquiry on Core Counselor Education Faculty Lived Experiences Developing and Enhancing Students' Multicultural Competency and Social Justice Advocacy Skills with Service-Learning Pedagogy. *Journal of Professional Counseling, Practice, Theory, & Research*, 1–19. https://doi.org/10.1080/15566382.2025.2554398

Mitchell, K. V., Donald, S., & Willhite, M. (2025). Advancing the Globalization of Counseling and Mental Health Counseling Equity with Global Service-Learning in Counselor Education. *International Journal for the Advancement of Counselling*, *47*(2), 488–503. https://doi.org/10.1007/s10447-024-09589-6

***Note: This course uses D2L as its Learning Management System

COURSE DESCRIPTION

Catalog Description of the Course

(COUN 660) The doctoral field experience includes a minimum of twelve semester hours, during which time students are involved in various supervised experiences. The first three semester hours include 300 clock hours of supervised clinical work in the department-based training facility where students provide direct counseling to individuals, families, couples, and groups, and refine advanced counseling skills. Six semester hours (600 clock hours) include 300 clock hours of clinical experience in an approved site, plus 300 clock hours of supervised teaching and clinical supervision. During this time students are expected to expand their counseling, teaching, and supervision skills.

Content Areas include, but are not limited to, the following:

    I. Orientation to the framework of an active clinic practice.
    II. Application of advanced counseling skills in a clinical setting

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Student Learning Outcomes (SLOs):

I. **Counseling Skills Recording and Documentation**. Students will present a recording and session analysis. In this assignment, students are required to bring a recorded interaction with a client to two different class meetings as scheduled.

II. **Final Position Paper**. The student will be assessed through the successful preparation and submission of a comprehensive paper of a theory of practice. Evaluation will be based on students' understanding of the writings and ideas of selected counseling theory, theorist philosophical orientations, and basic beliefs about the nature of the person and clients in counseling. Additional assessments will include students' understanding of the relationship between the philosophical base of selected counseling approach, personality, values and basic beliefs about human nature and behavior change.

III. **Counseling Student Competency Evaluation (CSCE)**. Students will be assessed on their progress toward meeting academic and professional counseling requirements, including professionalism, general competency, and ethical conduct.

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

2016 CACREP Standards Addressed in COUN 660

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.1. Counseling	● Lecture (weeks 1-6 & 8-14) ● Reading (ACA Code of Ethics, 2014; ASCA Ethical Standards for School Counselors, 2016; Jungers et al., 2025) ● In-class demonstrations (weeks 1-6 & 8-14) ● Class discussion (weeks 2-6 & 8-14)	1. Counseling Skills Recording and Critique 2. Final Position Paper	1. Counseling Skills Recording Rubric 2. Final Position Paper Rubric	1 & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.2.a. Supervision	● Lecture (n/a) ● Reading (Jungers et al., 2025) ● In-class demonstrations (n/a) ● Class discussion (n/a)	1. Final Position Paper	1. Final Position Paper Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.3.c. Teaching	● Lecture (weeks 1-6 & 8-14) ● Reading (Jungers et al., 2025) ● In-class demonstrations (weeks 1-6 & 8-14) ● Class discussion (weeks 1-6 & 8-14)	1. Literary Review/Teaching Presentation	1. Teaching Rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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6.B.4.a. Research and Scholarship	● Lecture (weeks 1-6 & 8-14) ● Reading (Jungers et al., 2025) ● In-class demonstrations (weeks 1-6 & 8-14) ● Class discussion (weeks 1-6 & 8-14)	1. Research Presentation 2. Final Position Paper	1. Presentation Rubric 2. Final Position Paper Rubric	1 & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
6.B.5.m. Leadership and Advocacy	● Lecture (weeks 1-6 & 8-14) ● Reading (ACA Code of Ethics, 2014; ASCA Ethical Standards for School Counselors, 2016; Mitchell, 2025; Mitchell et al., 2025) ● In-class demonstrations (weeks 1-6 & 8-14) ● Class discussion (weeks 1-6 & 8-14)	1. Literary Review/Teaching Presentation 2. Research Presentation 3. Advocacy Service-Learning Project	1. Teaching Rubric 2. Presentation Rubric	1 & 2. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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 course consists of lecture and didactic learning methods, group discussions, a case conceptualization assignment with recorded demonstration of skills, coupled with a book review. Additionally, experiential learning and practical application will be utilized. When we are not meeting face to face, you will be expected to participate and complete all online tasks via D2L In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

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 to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of Conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition.

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7. Regularly check your University email. My suggestion is to check it 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

**Note. All assignments are to be submitted in D2L

1. Class Participation & Attendance (30 points)
Due to the nature of this class, attendance and participation are essential. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification. The following criteria will be used to determine participation & attendance points:

Class Participation Rubric

3 – *Exceeds Expectations* (27-30 points)	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. No more than one absence/no evident pattern of lateness
2 – *Meets Expectations* (24 – 26 points)	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Two or less absences/no evident pattern of lateness
1 – *Does Not Meet Expectations* (0-25 points)	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. More than two absences/pattern of lateness evident

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2. **Counseling Skills Recording and Critique (30 points):**
Students are required to bring a recorded interaction with a client to two different class meetings as scheduled. The student will turn in one of the recordings of his/her choosing along with a transcript of 10 consecutive exchanges and a one-page review of skills and personal experience during the exchange.

Counseling Skills Recording Rubric

	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Demonstration of skills in recording (10 points)	Demonstration of skill does not align or only tangentially aligns with counselor basic skills; presentation does not meet standards of doctoral level coursework (0-7 points)	Demonstration of skill mostly aligns with standards for basic skills but excludes one or two key considerations; presentation meets standards of doctoral level coursework (8 points)	Demonstration of skill completely aligns with standard for basic skills; presentation meets standards of doctoral level coursework (9 - 10 points)
Counselor Characteristics (10 points)	Counselor appeared unprepared with poor demonstration of skills; counselor characteristics does not meet standards of doctoral level coursework (0-7 points)	Counselor appeared mostly prepared and effective demonstration of skills ; counselor characteristics meets standards of doctoral level coursework (8 points)	Counselor appeared well-prepared and demonstrated highly effective skills; counselor characteristics meets standards of doctoral level coursework (9 - 10 points)
Transcript and Review of Skills and Experience Handout (10 points)	Transcript and handout were not provided; handout was missing significant information; information provided was unrelated to the assignment instructions; handout quality does not meet standards of doctoral level coursework (0-7 points)	Transcript and handout were provided; handout was not missing significant/critical information; information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (8 points)	Transcript and handout were provided; handout was not missing significant/critical information and appeared complete and aesthetically pleasing; information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (9 - 10 points)

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3. **Literary Review/Teaching Presentation (50 points):**
Students are required to teach the guidelines for one ethical code using the ACA Code of Ethics for Mental Health Counselors and ASCA Code of Ethics for School Counselors.

Literary Review Rubric

	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Demonstration of skills in recording (20 points)	Demonstration of skill does not align or only tangentially aligns with instructor skills; presentation does not meet standards of doctoral level coursework (0-12 points)	Demonstration of skill mostly aligns with standards for instructor skills but excludes one or two key considerations; presentation meets standards of doctoral level coursework (13-17 points)	Demonstration of skill completely aligns with standard for instructor skills; presentation meets standards of doctoral level coursework (18-20 points)
Instructor Characteristics (20 points)	Instructor appeared unprepared with poor demonstration of skills; instructor characteristics do not meet standards of doctoral level coursework (0-12 points)	Instructor appeared mostly prepared and effective demonstration of skills ; characteristics meets standards of doctoral level coursework (13-17 points)	Instructor appeared well-prepared and demonstrated highly effective skills; characteristics meets standards of doctoral level coursework (18 -20 points)
Transcript and Review of Skills and Experience Handout (10 points)	Transcript and handout were not provided; handout was missing significant information; information provided was unrelated to the assignment instructions; handout quality does not meet standards of doctoral level coursework (0-7 points)	Transcript and handout were provided; handout was not missing significant/critical information; information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (8 points)	Transcript and handout were provided; handout was not missing significant/critical information and appeared complete and aesthetically pleasing; information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (9 - 10 points)

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4. **Research Presentation (50 points):**

This project consists of an approximately 20–30-minute presentation. Students will give a short presentation on the area of research they plan to focus on while in the doctoral program. Each student will be given adequate time to prepare and present their findings, analysis, and practical applications to the class.

Presentation Guidelines:

a) Include a hypothetical research title. Example…
- "The Stigma of Mental Illness: Perceptions and Attitudes in Society"
- "Understanding the Link Between Childhood Trauma and Adult Mental Health Disorders"
- "The Impact of Social Media Usage on Adolescent Mental Health"
- "Mental Health Interventions in Schools: Effectiveness and Implementation Challenges" b) Explain why you choose this subject to research.

c) Explore what you believe you will need to complete this research.

d) Include a minimum of three questions you hope to answer with your research. Example…
- Is there a statistically significant difference in pre and post-test scores of the PCL-5 for African Americans who participate in an adaptive version of REBT treatment focusing on faith-based concepts?
- Is there a statistically significant difference in religiosity and treatment outcomes when an adaptive REBT treatment version that focuses on faith-based concepts is applied?
- Is there a statistically significant difference in termination rates for African Americans who receive an adaptive REBT treatment version that focuses on faith-based concepts?

e) Include the Implications for Practitioners, Educators and Supervisors

Be sure to watch your time, as time management is important to the counseling process (you get to decide how to manage it, what to skip, enhance, etc.) Going too short or over time may be penalized in your grade. Prepare for this as if your audience knows nothing about teaching this topic.

- Do not just read from slides. Instead, know your material well enough to extemporaneously talk on it based on the slides. Slides are merely cues for you and visual stimuli for the audience/students.
- Be **creative** with your slides, do not put on too much information, make slides informationally and visually entertaining and clear as needed.
- Be certain to reference material correctly in slides and References list at end of slides.

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Presentation Rubric

	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Evidence of strong preparation. Overall thoroughness of topic coverage (20 points)	Demonstration of skill does not align or only tangentially aligns with instructor skills; presentation does not meet standards of doctoral level coursework (0-12 points)	Demonstration of skill mostly aligns with standards for instructor skills but excludes one or two key considerations; presentation meets standards of doctoral level coursework (13-17 points)	Demonstration of skill completely aligns with standard for instructor skills; presentation meets standards of doctoral level coursework (18-20 points)
Review/description of the Theoretical Concept. Creativity in presentation (20 points)	Instructor appeared unprepared with poor demonstration of skills; instructor characteristics do not meet standards of doctoral level coursework (0-12 points)	Instructor appeared mostly prepared and effective demonstration of skills ; characteristics meets standards of doctoral level coursework (13-17 points)	Instructor appeared well-prepared and demonstrated highly effective skills; characteristics meets standards of doctoral level coursework (18 -20 points)
Presentation skills Time management (10 points)	Transcript and handout were not provided; handout was missing significant information; information provided was unrelated to the assignment instructions; handout quality does not meet standards of doctoral level coursework (0-7 points)	Transcript and handout were provided; handout was not missing significant/critical information; information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (8 points)	Transcript and handout were provided; handout was not missing significant/critical information and appeared complete and aesthetically pleasing; information provided was directly related to the assignment instructions; handout quality meets standards of doctoral level coursework (9 - 10 points)

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5. Theory/Technique Presentation and Final Position Paper (100 points) is a comprehensive paper of your theory of practice. Written statement of your personal mode of counseling and how your mode of counseling is related to your own personality, values, and basic beliefs. This paper is in APA format and will have to cover all areas listed. For this paper you must demonstrate:

A. An understanding of the writings and ideas of selected counseling theory, theorist philosophical orientations, and basic beliefs about the nature of the person and clients in counseling.

B. An understanding of your values, personal convictions about human beings, and mode of interactions with others.

C. An understanding of the relationship between the philosophical base of selected counseling approach and your own personality, values and basic beliefs about human nature and behavior change.

Final Position Paper Rubric

	1 – Does Not Meet Expectation (0-39 points)	2 – Meets Expectation (40-44 points)	3 – Exceeds Expectation (45-50 points)
Write a position paper on an original theory from the list of the ones studied in this class 50 points	Did not select the theory from the list of those that we studied in this class. Missed basic concepts. Writing is shallow and no in-depth exploration of theories. No evidence of synthetization across multiple sources; not representative of graduate level work	Theory was selected from the one that was discussed in class. Most basic concepts are covered, evidence of possessing knowledge about the theory but missing one or two key points; representative of graduate level work	All basic concepts are covered. In depth review of related concepts. Evidence of possessing knowledge about topic without missing key information; representative of graduate level work
APA format and Reference page 50 points	Did not follow APA format in cover page, body of the paper, and the reference page. Sources are not related to the topic of paper.	APA format was followed with one or two minor errors Mostly original sources were used. Sources are related to the selected theories.	APA format was followed with no errors on cover page, in body of the paper, or reference page. All four original sources were used.

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6. **Counseling Student Competency Evaluation (CSCE)**

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of *professional practice* in the professional counseling field. The competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations. Procedures regarding potential dismissal are outlined in the Program's Retention/Dismissal Procedure.

The CSCE may be used by any faculty member with any student enrolled in a Counseling course to provide that student with feedback regarding their potential for meeting the expectations of the professional counseling field and the Department. Completion of a CSCE is required in the following courses: COUN 551, COUN 552, COUN 620, and COUN 660 (i.e., Clinical Supervision, Advanced Practicum, Advanced Internship, Advanced Supervision, Advanced Teaching). The course instructor in COUN 516 and COUN 548 may choose to implement the CSCE at his/her discretion. Each use of the CSCE must be placed in the student's Department file along with any remediation plan developed by the faculty in conference with the student.

The Counseling Program has elected to use the CSCE to monitor student's progress in *professional practice*. As a requirement in this course, a final CSCE evaluation will be completed by the course instructor, in consultation with the student, to assess your professionalism, general competency, social and emotional maturity, integrity and ethical Conduct, and clinical competency. Please note that the instructor of the course may choose to administer the CSCE at different time intervals throughout the semester (e.g., initial, mid) at his/her discretion. The CSCE can yield an overall average composite score or an average subscale score for each domain. The Department utilizes both overall average composite score and average subscale scores to monitor students' *professional practice*. See rubric below.

Counseling Student Competency Evaluation (CSCE) Rubric

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Subscale	Professionalism subscale (7-items)	Mean score ≥ .63 across Professionalism items	Mean score of .33 to .60 across Professionalism items	Mean score of 0 to .30 across Professionalism items
	General Competency subscale (7-items)	Mean score ≥ .63 across General Competency items	Mean score of .33 to .60 across General Competency items	Mean score of 0 to .30 across General Competency items

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	1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Social & Emotional Maturity subscale (7-items)	Mean score ≥ .63 across Social & Emotional Maturity items	Mean score of .33 to .60 across Social & Emotional Maturity items	Mean score of 0 to .30 across Social & Emotional Maturity items
Integrity & Ethical Conduct subscale (6-items)	Mean score ≥ .63 across Integrity & Ethical Conduct items	Mean score of .33 to .60 across Integrity & Ethical Conduct items	Mean score of 0 to .30 across Integrity & Ethical Conduct items
Clinical Competency subscale (6-items)	Mean score ≥ .63 across Clinical Competency items	Mean score of .33 to .60 across Clinical Competency items	Mean score of 0 to .30 across Clinical Competency items
Overall average score	Mean score ≥ .63 across all CSCE items	Mean score of .33 to .60 across all CSCE items	Mean score of 0 to .30 across all CSCE items

7. **Instructor of Record Evaluation of Doctoral Teaching Assistant Rubric.** The Counseling Program has elected to assess and incorporate instructor of record feedback in the evaluation of students' performance in teaching. Completion of a site instructor of record evaluation of trainee is required in COUN 660 (i.e., Advanced Practicum, Advanced Internship) courses. Each use of the site supervisor's evaluation of trainee must be placed in the student's Department file.

As a requirement in this course, a final instructor of record evaluation of trainee will be completed by the instructor of record, in consultation with the student, to evaluate your teaching skills.

Instructor of Record Evaluation of Trainee Rubric

		1- Does Not Meet Expectations	2 - Meets Expectations	3 - Exceed Expectations
Subscale	Administrative Responsibilities (5-items)	Mean score ≤ 2.5 across Administrative Responsibilities items	Mean score ≥ 2.6 but ≤ 3.4 across Administrative Responsibilities items	Mean score ≥ 3.5 across Administrative Responsibilities items

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Teaching (10-items)	Mean score ≤ 2.5 across Teaching items	Mean score ≥ 2.6 but ≤ 3.4 across Teaching items	Mean score ≥ 3.5 across Teaching items
Professional Relationships & Self-Development (5-items)	Mean score ≤ 2.5 across Professional Relationships & Self-Development items	Mean score ≥ 2.6 but ≤ 3.4 across Professional Relationships & Self-Development items	Mean score ≥ 3.5 across Professional Relationships & Self-Development
Overall average score	Mean score ≤ 2.5 across all items	Mean score ≥ 2.6 but ≤ 3.4 across all items	Mean score ≥ 3.5 across all items

GRADING

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

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

Assignment/Assessment	Point Value
Class Participation & Attendance	30
Counseling Skills Recording & Critique	30
Literary Review & Teaching Presentation	50
Research Presentation	50
Theory/Techique Presentation/Final Position Paper	100
CSCE	0

Total points possible = 260 for this course.

Your Final Grade is determined by adding the point values earned from each assignment and then dividing by the total points possible (e.g., 235/260 = 90%).

***Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period (i.e., 7:19pm). Late assignments will not be accepted.**

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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 latest minor or **point** release of that major version). For example, as of
Device	**Operating System**	**Browser**	**Supported Browser Version(s)**
			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.

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- 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:
  o Adobe Reader https://get.adobe.com/reader/ o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  o Adobe Shockwave Player https://get.adobe.com/shockwave/ o Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

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

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

COMMUNICATION AND SUPPORT
Brightspace Support
Need Help?
Student Support

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

The *syllabus/schedule are subject to change*

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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.

LiveChat

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.as px

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

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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/13stude nts/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/13stude nts/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stude nts/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.

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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/34Safet yOfEmployeesAndStudents/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.

Mental Health and Well-Being

As part of our commitment to your well-being, we offer access to TELUS Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

COURSE OUTLINE / CALENDAR

Course Calendar

Date	Topic	CACREP Standard(s)	Assignments
Week 1 Jan 29-Feb 1	Introductions, Course Overview Preparing for Practicum & Internship (Chapter 1; Jungers et al., 2025) ACA Code of Ethics, 2014 ASCA Ethical Standards for School Counselors, 2016	**6.B.1.** **6.B.2.a.** **6.B.4.a.**	**Review Syllabus** **Review ACA 2014 Code of Ethics and ASCA 2016 Ethical Standards for School Counselors** **Begin Position Paper Draft**
Week 2 Feb 2-8	Starting the Practicum & Internship (Chapter 2; Jungers et al., 2025) Advocacy Service-Learning Overview (Mitchell, 2025; Mitchell et al., 2025)	**6.B.1.** **6.B.2.a.** **6.B.4.a.**	**Final Position Paper** **Initial Draft Due**
Week 3 Feb 9-15	Assessment and Case Conceptualization (Chapter 3; Jungers et al., 2025)	**6.B.3.c.** **6.B.5.m.**	**Literary Review/Teaching Presentation**
Week 4 Feb 16-22	Goal Setting, Treatment Planning, and Treatment Modalities (Chapter 4; Jungers et al., 2025)	**6.B.1.**	**Counseling Skills Recording I and Documentation**
Week 5 Feb 23-March 1	Supervision in Practicum and Internship (Chapter 5; Jungers et al., 2025)	**6.B.3.c.** **6.B.5.m.**	**Literary Review/Teaching Presentation**
Week 6 March 2-8	Ethical Issues in Counseling (Chapter 6; Jungers et al., 2025)	**6.B.1.**	**Counseling Skills Recording I and Documentation**

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Week 7 March 9-15	Spring Break		Spring Break
Week 8 March 16-22	Legal Issues in Counseling (Chapter 7; Jungers et al., 2025)	**6.B.3.c.** **6.B.5.m.**	**Literary Review/Teaching Presentation**
Week 9 March 23-29	Working with Clients in Crisis and Other Special Populations (Chapter 8; Jungers et al., 2025)	**6.B.1.**	**Counseling Skills Recording II and** **Documentation**
Week 10 March 30- April 5	Consultation in Mental Health Agencies and Schools (Chapter 9; Jungers et al., 2025)	**6.B.3.c.** **6.B.5.m.**	**Literary Review/Teaching Presentation**
Week 11 April 6-12	Looking Ahead to a Career in Professional Counseling (Chapter 10; Jungers et al., 2025)	**6.B.1.**	**Counseling Skills Recording II and** **Documentation**
Week 12 April 13-19	Complete Advocacy Service-Learning Project	**6.B.1.** **6.B.2.a.** **6.B.3.c.** **6.B.4.a.** **6.B.5.m.**	**Advocacy Service-Learning Project**
Week 13 April 20-26	Complete Research Presentation	**6.B.4.a.** **6.B.5.m.**	**Research Presentations**
Week 14 April 27- May 3	**Counseling Student Competency Evaluation (CSCE)—Individual Virtual Meetings**		
Week 15 May 4-8 Finals Week	**Final Position Paper Due** **6.B.1., 6.B.2.a., 6.B.4.a.**		

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