I. Course Description:
CNEP 5316, Developmental School Counseling, 3 semester hours. This course is designed to provide students with an understanding of the planning, design, implementation, and evaluation of comprehensive, developmental school counseling programs. The course includes student collaboration with existing school counseling programs to facilitate student professionalism and competence in consultation, strategy selection and implementation, program delivery, and community referral.

II. Rationale:
This course is designed to re-examine the concept of comprehensive and integrated school counseling services as it applies to present and future counselors facing the challenge of defining their school counselor roles in the 21st century. Each student will complete a Developmental School Guidance Plan for a real school site and a personal portfolio.

III. State Adopted Proficiencies for Counselors covered in this class are the following:

Learner-Centered Knowledge:
1. Counseling students understand human developmental patterns and use this knowledge base to create developmentally appropriate guidance and counseling programs.

Learner-Centered Process:
2. Counseling students learn to create an environment, which supports and encourages exploring options, sharing new ideas, and innovative problem solving.
3. Counseling students learn to utilize group counseling as a means of utilizing available human resources to provide maximum counseling services.
4. Counseling students learn to plan, implement, evaluate and modify a comprehensive guidance and counseling program which includes four components: guidance curriculum, planning, responsive services, and system support.

Learner-Centered Guidance Curriculum:
5. Counseling students learn to create and utilize a guidance curriculum that values others, builds self-confidence, teaches decision-making and problem-solving skills, effective communication, responsible behavior, and increases motivation to achieve.
**Learner-Centered Planning:**
6. Counseling students learn to help clients set short-term, intermediate, and long-term goals; monitor progress toward their goals; and make necessary adjustments.

**Learner-Centered Responsive Services:**
7. Counseling students learn to help clients transfer learning to other situations.
8. Counseling students learn to help clients clarify problems and implement change.
9. Counseling students learn to help clients by understanding the referral process and when and where to refer clients.
10. Counseling students learn to help clients to monitor their own progress.

**Learner-Centered System Support:**
11. Counseling students learn to work as part of a collaborative team including learners, administrators, teachers, other school personnel, parents, guardians, and community members.
12. Counseling students learn to survey community members to determine needs that can be addressed by the counseling program and to develop broad goals related to priority needs and measurable objectives related to each goal.

**Learner-Centered Professional Development:**
13. Counseling students learn professional ethics and law related to counseling in public schools and community agencies.
15. Counseling students learn and study case studies related to professional counseling.

**Equity in Excellence for All Learners:**
16. Counseling students learn multicultural sensitivity.
17. Counseling students learn to respect all learners, be sensitive to their needs, and to encourage them to use all their skills and talents.

**Learner-Centered Communication:**
18. Counseling students learn active listening skills, open communication, empathic responding, caring confrontation, and conflict resolution.

**IV. TExES Competencies**

**Competency 001: (Human Development)** The school counselor understands human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

**Competency 002: (Student Diversity)** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
**Competency 003: (Factors Affecting Students)** The school counselor understands factors that may affect students’ development and school achievement and applies this knowledge to promote students’ ability to achieve their potential.

**Competency 004: (Program Management)** The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students’ success.

**Competency 005: (Developmental Guidance Program)** The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

**Competency 006: (Counseling)** The school counselor understands how to provide counseling services to individuals and 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 collaboration 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.

**V. Course Objectives/Student Learning Outcomes:**

*This course is designed to enable students to demonstrate knowledge and understanding of:*

**PLEASE NOTE:** *The standards shown in bold type are the targeted course objectives that will be assessed throughout the semester.*

(CACREP Standard A-1) knows the history, philosophy, & current trends in school counseling & education.

(CACREP Standard A-2) understands ethical and legal considerations specifically related to the practice of school counseling.

(CACREP Standard A-4) knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
(CACREP Standard A-5) understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

(CACREP Standard A-7) understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

(CACREP Standard B-1) demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

(CACREP Standard B-2) demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

(CACREP Standard C-2) knows how to design, implement, manage, and evaluate programs to enhance the academic, career; and personal/social development of students.

(CACREP Standard C-3) knows strategies for helping students identify strengths and cope with environmental and developmental problems.

(CACREP Standard C-4) knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

(CACREP Standard C-5) understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

(CACREP Standard E-1) understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

(CACREP Standard E-3) understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

(CACREP Standard H-5) assesses barriers that impede students’ academic, career, and personal/social development.

(CACREP Standard I-2) knows models of program evaluation for school counseling programs.

(CACREP Standard I-3) knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

(CACREP Standard J-1) applies relevant research findings to inform the practice of school counseling.
(CACREP Standard J-2) develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

(CACREP Standard K-1) understands the relationship of the school counseling program to the academic mission of the school.

(CACREP Standard K-2) understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

(CACREP Standard K-3) understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material.

(CACREP Standard M-6) understands the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them.

(CACREP Standard O-3) knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

(CACREP Standard O-5) understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

(CACREP Standard P-1) participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

(CACREP Standard P-2) plans and presents school-counseling-related educational programs, for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers.

The following Student Learning Outcomes will be met in this course:

1. School counseling students will demonstrate their knowledge of the history, philosophy, & current trends as well as legal considerations, professional organizations, preparation standards, and credentialing specifically related to the practice of school counseling as evidenced by in-class discussion of chapters 1, 2 & 5 of the Erford text and passing the TExES examination for Professional School Counselor certification.

2. School counseling students will demonstrate their understanding of current models of school counseling programs and their integral relationship to the total educational program as evidenced by in-class discussion of chapter 3 of the Erford text and passing the TExES examination for Professional School Counselor certification.

3. School counseling students will demonstrate their ability to apply and adhere to ethical and legal standards in school counseling as evidenced by in-class activity in chapter 5 of the Erford text, in...
addition to the portfolio and passing the TExES examination for Professional School Counselor certification.

4. School counseling students will demonstrate their knowledge of how to design, implement, manage, and evaluate models and strategies of program evaluation and measurable outcomes of a comprehensive developmental school counseling program essential for school counseling as evidenced by in-class discussion of chapters 4 and 13 and rated rubrics on the Group Report and Presentation, Classroom Guidance Unit, and the Portfolio.

5. School counseling students will demonstrate their understanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families as evidenced by rated rubrics on the Group Report and Presentation, the Classroom Guidance Unit, and sections 1, 2 and 3 of the Portfolio.

6. School counseling students will demonstrate their understanding of the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school as evidenced by passing the TExES examination for Professional School Counselor certification.

7. School counseling students will demonstrate their understanding of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance-related material as evidenced by rated rubrics for the Classroom Guidance Unit, sections 1, 2, and 3 of the Portfolio and passing the TExES examination for Professional School Counselor certification.

8. School counseling students will demonstrate their understanding of the various peer programming interventions and how to coordinate them as evidenced by rated rubrics on the Group Report and Presentation, the Classroom Guidance Unit, and section 1 of the portfolio.

9. School counseling students will demonstrate their understanding of the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings as well as the relationship of the school counseling program to the academic mission of the school as evidenced by rated rubrics of the portfolio and passing the TExES examination for Professional School Counselor certification.

10. School counseling students will plan, present and apply relevant research findings in regards to school-counseling-related educational programs for use with parents and teachers as evidenced by rated rubrics on the Group Report and Poster Presentations.

11. School counseling students will demonstrate their understanding of how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling as evidenced by a passing score on the TExES examination and the Professional School Counselor Portfolio.

VI. Course Topics:
The major topics to be considered are:
- Core School Counseling knowledge
- Individual, preventative and developmental interventions addressing learner needs
- Culturally responsive programming
- School-based interventions and advocacy services
- Research and assessment procedures
VII. Instructional Methods & Activities:

Methods and activities for instruction include:

A. Traditional experiences include the text and other required readings as the primary basis for meaningful class discussion and critical analysis activities.

B. Clinical experiences will include presentations, implementing technologies, and other experiential classroom activities.

VIII. Evaluation and Grade Assignments:

The methods of evaluation and the criteria for grade assignments are:

1. Class Attendance and Participation (15 points):
Since much of the learning in this course occurs in the context of discussion, demonstration and experiential activities, students are expected to be on time and present for all classes. Students with more than 3 days of absences (for any reason) will have their final grade dropped one letter grade for the semester.

2. School Counselor Group Report and Presentation (15 points):
Students will prepare as a group a presentation on a single topic. Students are to utilize 10 professional references and may include their textbook as one. A paper between 5 and 7 pages in length, not including the reference section, on a topic approved by the instructor is to be submitted. Papers are to be submitted electronically via Blackboard to the instructor. The paper shall include an introduction of the subject matter, pertinent research and associated outcome studies, and application to the profession. Papers will be evaluated on content as well as appropriate use of APA (6th Ed.) style. Students should provide a one-page handout for each peer while the entire paper will be disseminated via Blackboard.

3. Classroom guidance unit (30 points):
Students will be expected to prepare and present three classroom guidance units, using your classmates as role-playing group members, to demonstrate group guidance techniques. Please provide a lesson plan handout for your peers and the instructor detailing the unit you are demonstrating. Handouts should include a description of the unit, source/reference for the unit, list of materials needed, suitable populations for this unit (i.e. children, adolescents, adults, etc.) and step-by-step instructions for presenting the unit. An outline of the lesson plan will be provided.

4. Professional School Counselor Portfolio (40 points):
The school counseling professional portfolio is a visual showcase of a student’s work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education, school counseling, and central concepts of student development; as well as understanding and application of the standards, overall counseling program, lesson plans, etc. Required sections for this course will be developed in separate documents and added to the portfolio. Your course assignments in this class are required artifacts in your portfolio.

By the end of the semester, students will have created their own personal portfolio.
The portfolio must also include the following 4 sections:

Section 1: Overall programming for each level (elem., middle, high school, per ASCA model.
Section 2: Best practice activities for elementary and middle school.
Section 3: Best practice interventions for high school (responsive services).
Section 4: Evaluation of program outcomes for an existing school program

5. Exam: Comprehensive Developmental School Counseling (Credit):
Students will be **required to score** at least 70% on a comprehensive exam for the course. While students will NOT be allowed to use their textbooks, notes or other references on the comprehensive exam, they will be allowed to retake the exam until obtaining the required minimum score. After initially taking the exam in class, students should contact the instructor for directions concerning retaking the exam outside of class.

_The Comprehensive Developmental School Counseling Exam is NOT part of the total grade points required to pass the course; however, until a student can score a 70% or better on this exam the grade entered will be an “incomplete” (I). Students have until the end of the next long semester (spring or fall) to complete this assignment. If the exam is not successfully completed at that time, the grade for the course will automatically be changed to an F and students will be required to repeat the course._

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Class Attendance and Participation</td>
<td>15 points</td>
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<tr>
<td>Group Report and Presentation</td>
<td>15 points</td>
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<td>Classroom Guidance</td>
<td>30 points</td>
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<td>Final Student Portfolio</td>
<td>40 points</td>
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<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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**Exam – Comprehensive Developmental School Counseling Credit (70+)**

B. Grading Scale

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

IX. Course Schedule and Policies

A. Tentative Class Schedule

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters/Activities</td>
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<tr>
<td>January 12</td>
<td>Course Overview</td>
<td>Ch. 1-2, Erford</td>
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<tr>
<td></td>
<td>Historical Roots and Future Issues</td>
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<tr>
<td>January 19</td>
<td>The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program</td>
<td>Ch. 3 &amp; 5, Erford</td>
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<td>Sign up for topics, presentation dates</td>
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<td>January 26</td>
<td>Ethical, Legal, and Professional Issues</td>
<td>Ch. 4 &amp; 9, Erford</td>
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<td>Handouts and Practice Test</td>
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<td>Outcomes Research on SC Interventions and Programs</td>
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<td>Developmental Classroom Guidance</td>
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<tr>
<td>February 2</td>
<td>Outcome Research on SC- Best Practices</td>
<td>Ch. 6-7, Erford</td>
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<td>Culturally Competent School Counselors</td>
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<td>Leadership and Achievement Advocacy for Every Student</td>
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<td>February 9</td>
<td>Systemic, Data-Driven School Counseling Practice and Programming for Equity</td>
<td>Ch. 8 &amp; 13, Erford</td>
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<td>Accountability: Evaluating Programs, Assessing Needs, and Determining Outcomes</td>
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<tr>
<td>February 16</td>
<td>Counseling Individuals and Groups in School</td>
<td>Ch. 10-11, Erford</td>
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<td>Promoting Educational and Career Planning in Schools</td>
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<td>February 23</td>
<td>Consultation, Collaboration, and Parent Involvement</td>
<td>Ch. 12-13, Erford</td>
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<td></td>
<td>Accountability: Evaluating Programs, Assessing Needs, and Determining Outcomes</td>
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<tr>
<td>March 1</td>
<td>Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems –Topic Report</td>
<td>Ch. 14, Erford</td>
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<td>Review of a School Counselor Master Schedule</td>
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<td>March 8</td>
<td>The Professional School Counselor and Students with Disabilities- Topic Report</td>
<td>Ch. 15, Erford</td>
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<tr>
<td>March 12-16</td>
<td>Spring Break</td>
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<tr>
<td>Mar. 22</td>
<td>Utilizing Psychodrama Theories, and Post Modern Theories Topic Report (Brief Therapy)</td>
<td>Ch. 16, Erford</td>
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<tr>
<td>Mar. 29</td>
<td>Extra readings discussion and Topic Presentations</td>
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<tr>
<td>April 5</td>
<td>Topic Presentations</td>
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<tr>
<td>April 12</td>
<td>Extra reading discussions and Topic Presentations</td>
<td></td>
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<tr>
<td>April 19</td>
<td>Comprehensive Developmental School Counseling Exam</td>
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</table>
This is a fluid syllabus and will be adjusted as time goes on according to our class needs.

B. Class Policies:
Class attendance is an important aspect of the course and students are expected to be present for every class. Students with more than 2 days of absences will have their final grade dropped one letter grade for the semester. Please discuss extenuating circumstances with professor.

Late papers/projects will not receive full credit – anything turned in more than 3 days late will automatically be down-graded one letter grade.

Communication from the Department
You are strongly encouraged to subscribe to the TAMU-CC graduate counseling student list serve. Sometimes information about scholarship opportunities, required information about practicum/internship classes or other necessary information about your progress in the program is posted on the listserv. To subscribe, send an email to counsel-list-request@listserv.tamucc.edu with the word subscribe in the subject line.

Electronic Device Notice
As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, pagers, MP3 players, texting devices, and any other electronic toys.

Academic Conduct:
Cheating is considered the actual or attempted practice of fraudulent or deceptive actions for the purpose of improving a grade. Plagiarism is a specific form of cheating which is the misuse of published and/or unpublished works of others by misrepresenting the material as one’s own work. Penalties for either of these may range from an “F” on an assignment, failing grade for the course, to dismissal from the department. The assignment of penalty will be at the discretion of the instructor and/or department faculty.

Professional Conduct:
Students are expected to adhere to the Code of Ethics of the American Counseling Association (ACA). Any behavior, which is deemed unethical will be grounds for dismissal from the program.

X. Textbook
The textbook adopted for this course is:


Other required materials:

Cropper, Carolyn B. (2002), Practice Question Manual for the Texas Examination of Education Standards (TExES), School Counselor (#152), Midland, TX.

XI. Bibliography

The knowledge bases that support course content and procedures include:


XII. Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XII. Disabilities Accommodations
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Students will prepare as a group a presentation on a single topic. Students are to utilize 10 professional references and may include their textbook as one. A paper between 5 and 7 pages in length, not including the reference section, on a topic approved by the instructor is to be submitted. Papers are to be submitted electronically via Blackboard to the instructor. The paper shall include an introduction of the subject matter, pertinent research and associated outcome studies, and application to the profession. Papers will be evaluated on content as well as appropriate use of APA (6th ed.) style. Students should provide a one-page handout for each peer while the entire paper will be disseminated via Blackboard.
Classroom Guidance Units Rubric (30 points)

Students will be expected to prepare and present three classroom guidance units, using your classmates as role-playing group members, to demonstrate group guidance techniques. Please provide a lesson plan handout for your peers and the instructor detailing the unit you are demonstrating. Handouts should include a description of the unit, source/reference for the unit, list of materials needed, suitable populations for this unit (i.e. children, adolescents, adults, etc.) and step-by-step instructions for presenting the unit.

_____Provide three classroom guidance units: Academic, Personal Social, Career

_____Identified participants – developmental level and grade level (e.g., Elementary School – 2nd grade).

_____Included Goals (ASCA’s standards) and Objectives (ASCA’s competencies) (0-3 points) for the activities (see ASCA’s National Model textbook). E.g., Personal/Social Development Standard 1; Academic Development, Standard 2. Samples will be given and illustrated in your book.

_____Provided an evaluation method you will use to determine your activity’s outcome. Remember the evaluation must be related to the goals of the activity. (i.e., writing assignment, artwork, etc.). Address an evaluation for each domain

  Provide a sample of a evaluation instrument:

  1. Cognitive Domain

  2. Affective Domain

  3. Psychomotor-Behavioral Domain

_____Provide a description of the instructions for the lesson facilitator (teacher or counselor)

_____Provide a description of the activity’s format and time frame

_____Provide a list of materials

_____Identify follow-up activities
**Professional School Counselor Portfolio (40 points)**

The school counseling professional portfolio is a visual showcase of a student’s work that demonstrates professional growth, achievement, and competence in the field of counseling. The portfolio is used to document your philosophy of education, school counseling, and central concepts of student development; as well as understanding and application of the standards, overall counseling program, lesson plans, etc. Required sections for this course will be developed in separate documents and added to the portfolio. Your course assignments in this class are required artifacts in your portfolio.

The portfolio must also include the following 4 sections:

_____ Section 1: Mission Statement with Goals and Objectives

_____ Section 1: Overall programming for each level (elem., middle, high school, per ASCA model)

_____ Section 2: Best practice activities including the Three Major Domains

_____ Section 3: Examples of elementary, middle school, and high school activities

_____ Section 4: Best practices in responsive service to include interventions activities

_____ Section 5: Evaluation of program design to include ASCA Model