I. Course Description:
Developmental School Counseling (CNEP 5316) is 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.

Revised 3/29/12 dtb
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.

Revised 3/29/12 dtb
(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.

Revised 3/29/12 db
(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 passing the in-class 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 the portfolio, and passing the in-class 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 passing the in-class TExES examination for Professional School Counselor certification.

Revised 3/29/12 dtb
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 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 passing the in-class 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 in-class TExES examination for Professional School Counselor certification.

8. School counseling students will demonstrate their understanding of the various peer programming interventions and strategies, 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 in-class 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 in-class TExES examination, and the Professional School Counselor Portfolio.

12. School counseling students will demonstrate their understanding of the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them as evidenced by 80% of graduates earning 80% or better on the school counselor group report and presentation, the classroom guidance unit, and section 1 of the professional school counselor portfolio.

13. School counseling students will demonstrate their knowledge of how to design, implement, manage, and evaluate a comprehensive school counseling program as evidenced by 80% of students earning a score of 80% or above on sections 1 and 4 of the professional school counselor portfolio.

14. School counseling students will demonstrate their understanding of the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings as evidenced.
by 80% of graduates passing the TExES examination for Professional School Counselor certification.

15. School counseling students will participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program as evidenced by 80% of students earning a score of 80% or above on sections 1 and 4 of the professional school counselor portfolio.

16. School counseling students will plan and present 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 as evidenced by 80% of students earning a grade of 80% or better on school counselor group report and poster presentations.

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.

Course Delivery Model
The purpose of the course delivery model is to communicate to each student the regimented schedule of each class meeting. This helps the instructor to cover all of the course content fully, and helps the students to know what to expect during each class session. Both the instructor and student will work together to accomplish the established goals, competencies, assignments, projects, reviews, and objectives as outlined in this course syllabus.
1. Chapter Content & Final Examination Question Development.
2. TExES Review
3. Social Topics Presentation
4. Guidance Lesson (approximately 30-40 min)
5. Peer Discussion (approximately 20 min)- Opportunity at the end of class to touch base on projects, information presented for that day, or just to get organized and ask questions of each other.

VIII. Evaluation and Grade Assignments:
The methods of evaluation and the criteria for grade assignments are:

1. Class Attendance and Participation (20%)
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 2 days of absences (for any reason) will have their final grade dropped one letter grade for the semester. Tardies will affect your class attendance and participation. The sign-in procedures are described, in more detail, under class policies. Note: Because presentations are based on a collaborative model, students who are absent on a day they are scheduled to present will receive an automatic “0” for that assignment.

2. Special Topics- School Counselor Group Report and Presentation (15%):
Students will prepare as a group a presentation on a single topic. Students are to utilize 8 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 preselected by the instructor is to be submitted. The paper shall include an introduction of the subject matter, pertinent research and associated outcome studies, and application to the profession. Interviews can be scheduled with your instructor, there should be adequate question preparation, and will only be granted if all parties are present. 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 to the professor.

3. Classroom Guidance Unit (15%):
Students will be expected to prepare three guidance lesson from each domain as illustrated by ASCA. Students will present one classroom guidance units from either an elementary, middle, or high school focus, along with selecting your classmates as role-playing group members. Role-players should have a predetermined role which demonstrates various attitudes and personalities. 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. Chapter Presentation (15%):
Summer session II is a five week course. Within three groups, students are expected to present chapters as identified by the professor. Divide/assign presentation roles and responsibilities. Using the guidelines provided, students should present their assigned chapter in an organized fashion and assist their classmates in providing the essential information from within each chapter. A handout should be provided for everyone registered to the course.

5. Professional School Counselor Portfolio (35%):
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 10 sections:

Section 1: Mission statements and an overall description of the prog
Section 2: Lesson plans that support the goals and objectives for (a) elementary, (b) middle, and (c) high school curriculum per ASCA and the DGP model.
Section 3. Master schedule overview with an illustration provided that provides the recommended percentage of time for program delivery.
Section 4: Responsive services that include prevention and intervention activities.
Section 4. Parental activities that support the goals and objects that enhance student learning and the career and college readiness.
Section 5. Public Relation activities including summary of survey responsive including the accountability of programs provided.
Section 6. Ethical and legal overview with sample test and responsive answer that reflect ASCA and ACA recommendation.
Section 7: Texas Legal mandates that affect the school counselor activities an ensure counseling for all students.
Section 8. Local community agencies and national resources, references, and appendices
Section 9. Professional articles and handouts from professional organizations
Section 10. Personal resume

6. 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.

Following is the web address that provides you access to the TExES School Counselor examination (152). This is the online version and how to order it in print for $15.00.

Online: http://www.texas.ets.org/assets/pdf/testprep_manuals/152_schcouns_55059_web.pdf
Order Form: http://www.texas.ets.org/prepMaterials/#Manuals

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>20%</td>
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<tr>
<td>Special Topic- Group Report and Presentation</td>
<td>15%</td>
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</table>

Revised 3/29/12 dtb
**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- Regular Semester/Summer Session**

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview</td>
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<tr>
<td></td>
<td>Historical Roots and Future Issues</td>
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<td></td>
<td>Ch. 1-2, Erford</td>
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<tr>
<td>Week 2</td>
<td>The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program,</td>
<td>Ch. 3-4, Erford</td>
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<td></td>
<td>Sign up for topics, presentation dates</td>
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<tr>
<td>Week 3</td>
<td>Ethical, Legal, and Profession Issues in SC Group Review and practice test of legal and ethical issues</td>
<td>Ch.3-4 Erford</td>
</tr>
<tr>
<td>Week 4</td>
<td>Review of Legal and Professional Issues Outcomes Research on SC Interventions and Programs Developmental Classroom Guidance</td>
<td>Ch. 4 &amp; 9, Erford</td>
</tr>
<tr>
<td>Week 5</td>
<td>Culturally Competent School Counselors Leadership and Achievement Advocacy for Every Student</td>
<td>Ch. 6-7, Erford</td>
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<td></td>
<td>Classroom Guidance</td>
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<tr>
<td>Week 6</td>
<td>Systemic, Data-Driven School Counseling Practice and Programming for Equity Accountability: Evaluating Programs, Assessing Needs, and Determining Outcomes</td>
<td>Ch. 8 &amp; 13, Erford</td>
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<tr>
<td></td>
<td>Classroom Guidance</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Counseling Individuals and Groups in School Promoting Educational and Career Planning in Schools</td>
<td>Ch. 10-11, Erford</td>
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<td></td>
<td>Classroom Guidance</td>
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<tr>
<td>Week 8</td>
<td>Consultation, Collaboration, and Parent Involvement Accountability: Evaluating Programs, Assessing Needs, and</td>
<td>Ch. 12-13, Erford</td>
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Revised 3/29/12 db
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems</th>
<th>Ch. 14, Erford Articles TBA <strong>Group Presentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 10</td>
<td>The Professional School Counselor and Students with Disabilities Helping Students with Mental and Emotional Disorders</td>
<td>Ch. 15-16, Erford <strong>Group Presentations</strong></td>
</tr>
<tr>
<td>Week 11</td>
<td>Extra readings discussion and Topic Presentations</td>
<td>Articles, TBA <strong>Classroom Guidance Presentation</strong></td>
</tr>
<tr>
<td>Week 12</td>
<td>Topic Presentations Part I of Counseling Review</td>
<td><strong>Group presentations</strong></td>
</tr>
<tr>
<td>Week 13</td>
<td>Extra reading discussions and Topic Presentations Part II of Counseling Review</td>
<td>Articles, TBA</td>
</tr>
<tr>
<td>Week 14</td>
<td>Comprehensive Developmental School Counseling Exam</td>
<td><strong>Articles, TBA</strong></td>
</tr>
<tr>
<td>Week 15</td>
<td>Comprehensive Review, Portfolio Illustrations and Wrap-up</td>
<td><strong>Portfolio due</strong></td>
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<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Summer</td>
<td>Introductions &amp; Review of Course Syllabus; Review of Assignment Rubrics; TExES Domain I-III and Competency Overview 1-10; Peer Discussion Guidelines; Transforming the Profession; Historical Roots; Question Development &amp; Note-taking Guidelines</td>
<td>Ch. 1, 2 Question Development &amp; Note-taking, Sign up for topics and presentation dates, Portfolio</td>
</tr>
<tr>
<td>Summer</td>
<td>Ethical, Legal, and Professional Issues in School Counseling; TExES Review Competencies 3-4 (28, 29, 30, 49,50, 59); Special Topic: Career and College Readiness; Peer Discussions</td>
<td>Ch. 5 Question Development &amp; Note-taking, ST Presentation, Portfolio</td>
</tr>
<tr>
<td>Group</td>
<td>Topic</td>
<td>Due</td>
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<tr>
<td>1&amp;2 Summer</td>
<td>Culturally Competent School Counselors; Leadership and Advocacy; TExES Review Competencies 5-6 (31, 32, 33, 34, 35, 56, 57); Special Topic: Course Scheduling and Accelerated Course Options; Classroom Guidance: Elementary School Lesson; Peer Discussions</td>
<td>Ch. 6, 7</td>
</tr>
<tr>
<td>3 Summer</td>
<td>Systemic, Data-Driven School Counseling Practice; Accountability: Evaluating Programs, Assessing Needs, and Determining Outcomes; TExES Review Competencies 7-8 (36, 37, 38, 39, 40, 41, 42, 55); Special Topic: Graduation Plans; Classroom Guidance: Middle School Lesson; Peer Discussions</td>
<td>Ch. 8, 13</td>
</tr>
<tr>
<td>4 Summer</td>
<td>Developmental Classroom Guidance; Counseling Individuals and Groups; TExES Review Competencies 9-10 (43, 44, 45, 46, 47, 48, 54, 58); Special Topic: State Assessment; Classroom Guidance: High School Lesson; Peer Discussions</td>
<td>Ch. 9, 10</td>
</tr>
<tr>
<td>5 Summer</td>
<td>Promoting Educational and Career Planning; Consultation, Collaboration, and Parent Involvement; TExES Review of Domains I-III and Clarifying Questions; Special Topic: Job Responsibilities and Evaluations; Peer Discussions</td>
<td>Ch. 11, 12</td>
</tr>
<tr>
<td>6 Summer</td>
<td>Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems; The Professional School Counselor and Students with Disabilities; Helping Students with Mental and Emotional Disorders; Peer Discussions</td>
<td>Ch. 14, 15, 16</td>
</tr>
<tr>
<td>Summer</td>
<td>Final Examination (Question Development) Portfolio Presentations</td>
<td>Portfolio Due</td>
</tr>
</tbody>
</table>

**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 3 days of absences (for any reason) will have their final grade dropped one letter grade for the semester.

Revised 3/29/12 db
Late papers/projects will not receive full credit – anything turned in more than **3 days late** will automatically be down-graded one letter grade.

**Blackboard**
All students are expected to frequently check blackboard for announcements, power-points, and other course information or material. Information found on blackboard will be helpful in creating your lessons and portfolio

**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. or

Revised 3/29/12 dtb
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 appeal
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.

XIII. Course Rubrics and Assignment Guidelines

Special Topics- Group Report and Presentation (15%)

The purpose of a Special Topics Presentation is to have exposure to an actual school counselor’s role beyond what is recommended by the ASCA model or the Developmental Guidance Program. Following are a list of available topics. Information regarding these topics may be found on the Texas Education Agency website. Scheduling an interview with the instructor of this course may be appropriate. Groups of two-three students should be formed. A presentation of 30-40 minutes with a one page summary and a power point presentation should be created. Topics to be discussed include:

1. Non-Counseling Related Duties- ______________________________

2. Career and College Readiness/P-16____________________________

3. Course Scheduling & Accelerated Course Options (Placement of Diverse Student Populations)- ________________________________

4. Graduation Plans ____________________________

5. State Assessment Test______________________________

6. District Mandated Counselor Job Responsibilities & Evaluation- ____________

7. Others topics may be included provided it is approved by professor ____________
**Rubric**

Presenters’ Names: 1. ___________________ 2. ______________________3. ___________________

Presentation Topic: ________________________________________________________________

1= Component not addressed  
2= Component partially addressed  
3= Component adequately addressed  
4= Component primarily addressed  
5= Component fully addressed

<table>
<thead>
<tr>
<th>Observed Component</th>
<th>Grading Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of topic and its significance or purpose in schools</td>
<td>1 2 3 4 5 (Overview)</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 (Significance/Purpose)</td>
</tr>
<tr>
<td>Counselors’ role or relationship to topic</td>
<td>1 2 3 4 5 (Counselors’ Role)</td>
</tr>
<tr>
<td>Minimum of three summarizing points or statements to be provided from information learned</td>
<td>1 2 3 4 5 (Summarizing Point #1)</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 (Summarizing Point #2)</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 (Summarizing Point #3)</td>
</tr>
<tr>
<td>Method of presentation (Power-point and presenters must provide each classmate with a one page summary)</td>
<td>1 2 3 4 5 (PP Presentation)</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 (One Page Summary)</td>
</tr>
<tr>
<td>Time allotment (30-40 minutes)</td>
<td>1 2 3 4 5 x2 (Time)</td>
</tr>
</tbody>
</table>

**Point Accumulation Value**

<table>
<thead>
<tr>
<th>Group paper (Submitted at the time of Presentation- see syllabus)</th>
<th>50 Points Possible/ Points Obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 x2 (Introduction of Subject)</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 x2 (Research/Outcome Studies)</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 x2 (Application to Counseling)</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5 x2 (Appropriate Use of APA)</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>(Length 5-7 Pages )</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>(Reference Section)</td>
</tr>
</tbody>
</table>

**Point Accumulation Value**

<table>
<thead>
<tr>
<th>Total Points Obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Points__________</td>
</tr>
<tr>
<td>Percentage of 15% Obtained ____________</td>
</tr>
</tbody>
</table>

Revised 3/29/12 dtb
Classroom Guidance Unit (15%)

The purpose of a *Classroom Guidance Unit* is to develop a lesson plan on a topic to present to students in grades K-12 (one elementary, middle, and high school lesson). Classroom guidance lessons are age-appropriate and can be linked to core curriculum and/or state-mandated initiatives. Classroom guidance lessons can be developed based on a needs assessment or upon faculty, student, and parental request. Following is an outline of what your guidance lesson should include. Each student will be responsible for delivering the guidance lesson and should be strong enough to group lead, while the remaining classroom members are responsible for staged questions, participation, individual resistance, and diverse attitudes. A presentation of 30-40 minute should be created. A one page outline should be provided to each student registered to the course.

**Rubric**

Illustration of the three major domains are provided in your text. It includes a blank form and a sample form for the Academic/Education, Personal/Social, and Career Domains.

**Classroom guidance is clearly presented:**

1= Component not addressed  
2= Component partially addressed  
3= Component adequately addressed  
4= Component primarily addressed  
5= Component fully addressed
The purpose of Presenting Chapters 14-16 is in an effort to cover the entire book by the end of summer session II. Three groups will be formed and each group will present their chapter in an organized fashion. Creativity is key! A power-point presentation will be available on blackboard, however, should not be used for presenting to the class. A presentation of 30-40 minutes should be created and is on the first week of August 2012. Following are the guidelines needed for developing your presentation.

Chapter 14 (Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems)

Chapter 15 (The Professional School Counselor and Students with Disabilities)

Chapter 16 (Helping Students with Mental and Emotional Disorders)
Rubric

Presenters’ Names: 1. __________________________ 2. __________________________ 3. ________________

Presentation Topic: ________________________________________________________________

1= Component not addressed
2= Component partially addressed
3= Component adequately addressed
4= Component primarily addressed
5= Component fully addressed

<table>
<thead>
<tr>
<th>Observed Component</th>
<th>Grading Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the chapter title</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Organize/combine headings or subheadings</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Divided roles and responsibilities among group members</td>
<td>1 2 3 4 5 x4</td>
</tr>
<tr>
<td>Delivery of central themes</td>
<td>1 2 3 4 5 x4</td>
</tr>
<tr>
<td>Involvement of classmates in the delivery of the chapter through asking questions</td>
<td>1 2 3 4 5 x4</td>
</tr>
<tr>
<td>and creating discussion</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>1 2 3 4 5 x4</td>
</tr>
<tr>
<td>Time</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Handout</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
| **Total Point Accumulation and Percentage Value**                                  | **Total Points: /100 points**
| **Total Percentage: /15%**                                                        |

A one page outline should be provided to each student registered to the course and a power-point emailed to me for uploading to blackboard.
Professional School Counselor Portfolio (35%)

Rubric

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 10 sections:

Section 1: Mission statements and an overall description of the guidance program
Section 2: Lesson plans that support the goals and objectives for (a) elementary, (b) middle, and (c) high school curriculum per ASCA and the DGP model.
Section 3. Master schedule overview with an illustration provided that provides the recommended percentage of time for program delivery.
Section 4: Responsive services that include prevention and intervention activities.
Section 5. Parental activities that support the goals and objects that enhance student learning and the career and college readiness.
Section 6. Public Relation activities including summary of survey responsive including the accountability of programs provided.
Section 7. Ethical and legal overview with sample test and responsive answer that reflect ASCA and ACA recommendation.
Section 8: Texas Legal mandates that affect the school counselor activities an ensure counseling for all students.
Section 9. Local community agencies and national resources, references, and appendices
Section 10. Professional articles and handouts from professional organizations
Resume must be submitted in the portfolio

***Each component is worth 10 points for a total of 100 points

The Professional School Counselor Portfolio is an amazing artifact created for you and for this course. It can also serve purpose in future interviews obtained for a school counseling position. At the beginning of this course, you will begin developing this masterpiece. This project should be individually completed and submitted by Wednesday August 4, 2012. Following is information detailing the organization of your portfolio.

Title Page or Program Name
Table of Contents

Revised 3/29/12 dtb
Overall description of the program for elementary, middle, high school, per ASCA and DGP model.

- Mission Statement
- Philosophy of Education & School Counseling
- Rationale for the Program (Students, Parents, Teachers, Administrators, etc.)
- Central Concepts of Student Development
- Goals and Objectives
- Committee Members

Activities, techniques, and strategies that support the goals and objectives for elementary, middle, and high school (calendar).

Master Schedule

Lesson plans that support the goals and objectives for elementary, middle, and high school (Use internet resources or create from scratch).

- Goal/Objective
- Lesson Title
- Grade and Time
- Materials
- Step-by-Step
- Reflection/Closing

Evaluation of program outcomes for the existing school program (students, teachers, administrators)

- Feedback Forms
- Evaluation Forms
- Short Response Forms

Responsive Services including prevention and intervention.

Revised 3/29/12 dtb
Parental Involvement activities ie. STEP Systemic Training for Effective Parenthood

Public Relations Component

Ethical and Legal Duties (ASCA and ACA) recommendations and requirements

Community and national resources, references (5), and appendices
- Resources for agency referral
- References (what was used to develop your program)
- Appendices (special topics, group projects, short readings, surveys, needs assessments, poems)

Student Name:______________________________________________________________

Student Address:____________________________________________________________

The instructor has examples of portfolios created from other students at other universities. The creation of these portfolios has been under the instructor’s direction, with emphasis placed on student originality and creativity.

Peer Discussions

The concept of Peer Discussion is simple. It is an opportunity, provided in-class, to discuss information obtained that day, and to get with your groups related to upcoming projects and assignments. However, this is not the only time you should be in communication with your partners or group members. Other think-tanks or meetings may need to be formulated. What peer discussion is not is an opportunity to talk about non-related course topics. Please use this 20 minute block of time wisely. It is to help advance your knowledge, preparation, and organization of course material.

TExES Domains and Competency Overview

The purpose of the TEExES Domain and Competency review is to help prepare you for the school counselor examination (152). As a class, we will systematically cover the domains and competencies. The manual that you obtain off the website will contain answers to the question.
Please resist any temptation to see the answers in the back of the manual. The review manual is designed for you to review it, to do your best to experience success, without the support of having the answers right at your fingertips. Following this recommendation will provide you a greater understanding of your current knowledge base and the competencies/domains that may need to be reviewed. On your syllabus, there is another suggested text you can purchase.

**Question Development & Note-taking**

The purpose of *Question Development* is a system designed by the instructor that allows students to create the final examination. The instructor will cover the chapter’s content and each student will write one multiple-choice question. Please provide four possible answer choices, along with the actual answer to your question. Also include the book’s page number.

The purpose of *Note-taking* is to ensure your engagement of key points, aha-moments, themes that resonate within you, question development, and/or reflection of information presented. As stated in the syllabus, a laptop can be used, in class, for this purpose only. These notes should meet your individual needs and will never be submitted for the instructor’s review.