I. Course Description
CNEP 5315 – Responsive Services in Schools, 3 semester hours. This course is designed to train school counseling students to design, implement, and evaluate developmentally appropriate responsive services consistent with state and national models of the comprehensive developmental guidance program. The emphasis of this course is on the acquisition of knowledge and skills related to providing intervention strategies for students. Prerequisites: None

II. Rationale
The Model of Comprehensive, Developmental Guidance and Counseling Programs for Texas includes as one of its major elements responsive services to meet the needs of individual and groups of students who may be having difficulties which interfere with their academic success. In addition, the American School Counseling Association has created a National Model for developmental school guidance programs, which also highlights the need for appropriate responsive services.

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

Learner-Centered Knowledge
1. Counselors learn current technology and decision-making models to help learners monitor and understand their own development.

Learner-Centered Process
1. The counselor practices strategies for promoting the learner's self-direction and self-motivation.
2. The counselor learns to work collaboratively with other team members of their on-site community.
3. The counselor helps others develop goals that are realistic and teaches them how to monitor progress.

Learner-Centered Responsive Services
1. The counselor practices individual and group counseling helping learners to clarify problems and explore options.
2. The counselor learns the referral process and appropriate referral.
3. The counselor learns how to work as a team with others who have direct contact with learners.

Learner-Centered System Support
1. The counselor learns consulting roles.
2. The counselor provides assessment to monitor learner's progress and is able to recommend appropriate modifications to enhance learner self-direction.
3. The counselor practices mediation and conflict-resolution skills.
4. The counselor advocates for the learner.

**Learner-Centered Professional Development**
1. The counselor learns professional ethics and legal aspects of counseling.
2. The counselor studies current research and case studies.

**Equity in Excellence for All Learners**
1. The counselor learns to respect and understand cultural diversity.

IV. TExES Competencies

**Competency 001** (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that 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 006** (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 010** (Professionalism)
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

V. Course Objectives/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-6): Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development; F-1: Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
(CACREP Standard A-7): Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crisis, disasters, and other trauma-causing events.

(CACREP Standard C-1): Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

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

(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 C-6): Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

(CACREP Standard D-3): designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

(CACREP Standard D-4): Demonstrates the ability to use procedures for assessing and managing suicide risk.

(CACREP Standard E-4): Understands multicultural counseling issues, as well as the impact of the ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

(CACREP Standard G-1): Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

(CACREP Standard G-2): Knows the signs and symptoms of substance abuse in children and adolescents, as well as signs and symptoms of living in a home where substance abuse occurs.

(CACREP Standard G-3): identifies various forms of needs assessments for academic, career, and personal/social development.

(CACREP Standard H-1): Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

(CACREP Standard H-4): Makes appropriate referrals to school and/or community resources.

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

(CACREP Standard M-7): Knows school and community collaboration models for crisis/disaster preparedness and response.

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

1. School counseling students will demonstrate their understanding of the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crisis, disasters, and other trauma-causing events as evidenced by students earning a grade of 70% or better on examinations and the rated rubric for Activity Kits and an Interview with a Counselor.

2. School counseling students will demonstrate their knowledge of strategies for helping students identify strengths and cope with environmental and developmental problems as evidenced by students earning a grade of 70% or better on examinations and rated rubrics for the Group Project and Poster Presentations.

3. School counseling students will demonstrate their understanding of the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis as evidenced by students earning a grade of 70% or better on examinations and rated rubrics for the Annotated bibliography, Interview with a Counselor, and Research paper.

4. School counseling students will demonstrate the ability to design and implement prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development as evidenced by rated rubrics on the Activity Kit, and Group Project and Poster Presentation.

5. School counseling students will demonstrate the ability to use procedures for assessing and managing suicide risk as evidenced by students earning a grade of 70% or better on examinations and rated rubrics on the Activity Kits and an Interview with a Counselor.
VI. Course Topics

The major topics to be considered include, but are not limited to:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Grief/Loss/Bereavement</td>
<td>Cutting</td>
</tr>
<tr>
<td>Crisis Intervention</td>
<td>Pregnancy</td>
</tr>
<tr>
<td>Unhealthy/Toxic Relationships</td>
<td>Homeless</td>
</tr>
<tr>
<td>Suicidal Outcry</td>
<td>Drug and Alcohol Abuse</td>
</tr>
<tr>
<td>Disaster Response</td>
<td>Disability</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Responding to Bullies</td>
</tr>
<tr>
<td>Traumatic Experiences/Events</td>
<td>Environmental Violence</td>
</tr>
<tr>
<td>Gang Initiation or Participation</td>
<td>Depression</td>
</tr>
<tr>
<td>Sexual Harrassment (Regardless of Gender)</td>
<td>Abuse (Verbal/Emotional, Physical/Sexual, Neglect)</td>
</tr>
</tbody>
</table>

VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional experiences, including lecture and seminar-style discussion, demonstration, and presentations.
B. Clinical experiences, including role-play and cooperative group work and presentations, and reflective journaling.
C. Students should diversify selection of topics.

VIII. Evaluation and Grade Assignments:

A heavy emphasis on appropriate APA style is emphasized in this course. The methods of evaluation and the criteria for grade assignments are:

1. Annotated Bibliography (20%): Each student shall create an annotated bibliography consisting of 10 reference resources concerning a specific topic, which shall include current resources within the last 5-7 years. All citations must be consistent with the American Psychological Association (6th Ed.) citation standards. This will include listing the references/annotations alphabetically and double spacing the entire document. Below each reference/annotation, provide a summary of the article, which is not a rewritten abstract. Each reference/annotation should be one page each, not to exceed 10 pages total.

Bibliographies will be submitted to the instructor as well as to course participants via Blackboard. Topics must be approved by the instructor and must be related to responsive services in schools. Each student will have a different topic. Possible subject areas include disability issues; suicide (specify specific age cohort); grief and loss (specify specific age cohort); normal vs. complicated bereavement; PTSD and acute stress disorder (specify specific age cohort); disaster response (agencies and models); impact of trauma on early childhood; public/private school intervention models; role and efficacy of community/national hot line services; role of spirituality/religion in adaptation to trauma; impact of violence on [specify age cohort]; school avoidance; relationship problems (specify age cohort); managing stress; family issues; physical/sexual/emotional abuse and neglect; academic concerns; behavior problems; gang pressures/involvement; school age
pregnancy.

2. **Research Paper (15%)**: A paper between 3 - 5 pages in length, not including the reference section on a topic approved by the instructor is to be submitted. The subject focused in the annotated bibliography *may* be used. 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 should be typed using Times New Roman; double spaced with 12-point font and will be evaluated on content as well as appropriate use of APA (6th Ed.) style.

3. **Examinations (10%)**: Two examinations will be given, and will cover information discussed in class as well as from identified readings. All examinations will be objective and will be taken via Blackboard on the dates provided on the syllabus. Available times will be provided in class.

4. **Group Project and Poster Presentation (15%)**: Groups will be assigned to research, plan, and provide a poster presentation on a topic related to the course content. All topics and group participants are to be approved by the instructor through a proposal format. Groups will have no more than three members. Each group will present their poster to the class on the date chosen by the group, using a format appropriate for presentation at a professional conference. Group members are expected to select a topic linking to any of the following chapters in Schmidt (2008) (Ch. 2, 7, 8, 12, or 13). Group members will be expected to knowledgeably discuss their posters with course participants. Handout material shall include an introduction of the subject matter, pertinent research, associated outcome studies, and application to the profession. Papers, 3-5 pages in length, will be evaluated on content, as well as appropriate use of APA (6th Ed.) style. No more than three poster presentations will be presented in any one class period. Handout material summarizing the group work will be provided to all course participants via electronic means (Blackboard). Please put your presentation in the form of a (pdf) file.

5. **Activity Kit (10%)**: Class participants will create an activity kit containing four activities appropriate to use with individual students or small groups. These activities will be shared in rotation/discussion format. The activities should focus on early childhood (PK-1), elementary (2-5), early secondary (6-8), and late secondary (9-12). Specify age/grade cohort and purpose of activity, with specific information concerning how the activity would be used and in what circumstances. See attached format template.

6. **Interview a Professional School Counselor (15%)**: Students will create a 30 minute video-recorded presentation. Each student will interview a Professional School Counselor in any school district within the state of Texas. Due to it being the summer, a phone interview is appropriate. The purpose of this assignment is to allow each student experience in: (1) The interview, information, and feedback process (2) Understanding district/campus-based procedures/philosophies for responsive services, (3) An emergency crisis plan (4) Understanding the importance of knowing campus demographics and issues relevant to that population or community, (5) Understanding the connection between consultation and responsive services, and (6) Begin thinking of the areas the campus needs improvement (feedback to the Principal).
Presentations should include the interview guide, which focuses on 2, 3, 4, and 5, an overview of the general procedures, emergency crisis plan for your selected topic, demographic information and its relevance to your selected topic, and the counselors’ belief of the relationship between consultation and responsive services. Students should briefly discuss and present (in an email) their findings to the principal and counselor, and are encouraged to audio-tape their interview with the counselor and play excerpts from it to enhance their presentation. Powerpoint slides may be used for presenting but are not necessary.

Please label your DVD with the following information:

- Full name
- Course/Class Name
- Assignment
- Date of Submission
- Length of Time

Two copies of the DVD are needed— one to submit to the instructor, and one to use during your presentation.

7. Class Attendance, Participation, and Professionalism (15\%)
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. Students are expected to respond in a professional manner, in relation to their classmates and professor of record alike, as delineated in the Masters’ student handbook and student competency evaluation (Appendix B). Please follow the appropriate sign-in procedures.

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

<table>
<thead>
<tr>
<th>Evaluated Area</th>
<th>Percent of Total</th>
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<tbody>
<tr>
<td>Attendance/Participation/Professionalism</td>
<td>15%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
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<tr>
<td>Quizzes (2—5% each)</td>
<td>10%</td>
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<tr>
<td>Poster Presentation</td>
<td>15%</td>
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<tr>
<td>Paper</td>
<td>15%</td>
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<tr>
<td>Interview a Professional School Counselor</td>
<td>15%</td>
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<tr>
<td>Activity Kit</td>
<td>10%</td>
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</table>

B. Grading Scale

A: 90-100;  B: 80-89;  C: 70-79;  D: 60-69;  F: below 60
### IX. Course Schedule and Policies

#### A. Class Schedule

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>CHAPTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 29, 2013</td>
<td>Course Overview, Responsive Services</td>
<td>Ch. 5, Schmidt</td>
</tr>
<tr>
<td>February 5, 2013</td>
<td>Crisis Prevention and Intervention</td>
<td>Ch. 1, Kerr</td>
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<tr>
<td></td>
<td>Sign up for topics, presentation dates</td>
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<tr>
<td>February 12, 2013</td>
<td>Crisis Planning</td>
<td>Ch. 2, Kerr</td>
</tr>
<tr>
<td></td>
<td>Due: Annotated Bibliography 1&lt;sup&gt;st&lt;/sup&gt; Submission</td>
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<tr>
<td>February 19, 2013</td>
<td>Crisis Team Preparation</td>
<td>Ch. 3, Kerr</td>
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<tr>
<td></td>
<td>Due: Annotated Bibliography 2&lt;sup&gt;nd&lt;/sup&gt; Submission/Counselor Interview Student #1</td>
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<tr>
<td>February 26, 2013</td>
<td>Crisis Communication- Conference 12-14 (Online)</td>
<td>Ch. 4, Kerr</td>
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<tr>
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<td>Due: Annotated Bibliography 3&lt;sup&gt;rd&lt;/sup&gt; Submission/Counselor Interview Student #2</td>
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<tr>
<td>March 5, 2013</td>
<td>Prevention, Mitigation, and Response for Accidents and Illnesses</td>
<td>Ch. 5, Kerr</td>
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<td></td>
<td>Midterm Examination Review</td>
<td></td>
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<tr>
<td></td>
<td>Due: Research Paper 1&lt;sup&gt;st&lt;/sup&gt; Submission/Counselor Interview Student #3</td>
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<tr>
<td>March 19, 2013</td>
<td>Prevention, Mitigation, and Response for Violence</td>
<td>Ch. 6, Kerr</td>
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<td></td>
<td>Online Midterm Examination Opens (Chapters 1-5)</td>
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<tr>
<td></td>
<td>Due: Research Paper 2&lt;sup&gt;nd&lt;/sup&gt; Submission/Counselor Interview Student #4</td>
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<tr>
<td>March 26, 2013</td>
<td>Prevention, Mitigation, and Response for Disasters</td>
<td>Ch. 7, Kerr</td>
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<tr>
<td></td>
<td>Online Midterm Examination Closes (Chapters 1-5)</td>
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<tr>
<td></td>
<td>Due: Research Paper 3&lt;sup&gt;rd&lt;/sup&gt; Submission/Counselor Interview Student #5</td>
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<tr>
<td>April 2, 2013</td>
<td>Recovery: Psychological Supports in a Crisis</td>
<td>Ch. 8, Kerr</td>
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<tr>
<td></td>
<td>Teen pregnancy, teen moms, teen dads; teen sexuality</td>
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<td></td>
<td>Due: Counselor Interview Student #6</td>
<td>Ch. 7 &amp; 13, Schmidt, Articles TBA</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
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<tr>
<td>April 9, 2013</td>
<td>Recovery: Postvention Following a Death</td>
<td>Gang violence/pressure/involvement; substance abuse (prevention and intervention)</td>
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<td><strong>Due:</strong> Counselor Interview Student #7</td>
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<tr>
<td>April 16, 2013</td>
<td>Recovery: Supporting School Crisis Responders</td>
<td>Family issues; abuse &amp; neglect; partner abuse (prevention and intervention)</td>
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<td><strong>Due:</strong> Counselor Interview Student #8</td>
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<tr>
<td>April 23, 2013</td>
<td>Academic problems; college and career concerns</td>
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<td></td>
<td>Final Examination Review (Chapters 6-10; Additional Concepts)</td>
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<tr>
<td></td>
<td><strong>Due:</strong> Counselor Interview Student #9-#10/Group Presentation #1-#2</td>
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<tr>
<td>April 30, 2012</td>
<td>Stress: Impact and Interventions</td>
<td></td>
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<tr>
<td><strong>Blackboard Assignment</strong></td>
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<tr>
<td>May 7, 2013</td>
<td>Assessing Responsive Services</td>
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<tr>
<td></td>
<td><strong>Due:</strong> Group Presentation #3/Activity Kits Rotation/Discussion</td>
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</tr>
<tr>
<td></td>
<td>Online Final Examination Closes (Chapters 6-10; Additional Concepts)</td>
<td></td>
</tr>
</tbody>
</table>

**B. Class Policies**

**Attendance/Participation/Professionalism (Late Arrivals, Early Departures, Absences)**

Attendance during each class period is necessary for an optimal learning experience. Unexcused absences will have an impact on your grade, as participation provides a percentage of the points earned in this course. It is expected that each person will make an effort to come to class prepared to participate. 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 for all classes. Students with more than 2 days of absence (for any reason) will have their final grade dropped one letter grade for the semester. Additional absences will lower your grade by 5 points. Students are expected to sign-in on the attendance roster upon arrival to class. This is not the responsibility of the instructor. At 4:20 p.m., the signature line will be highlighted, which serves as an indication of being absent or late. If you are late, you will sign over the highlighted section. This allows quick visibility to your record of attendance.

Use of electronic devices during class, late arrivals, or early departures will be reflected in your participation grade.

*You are responsible for reading the chapters from your book and any additional assigned readings. The*
expectation is for all students to complete all assignments. Clear and elaborate evidence of your having read and understood each week’s assignment is expected to appear throughout your papers and to be clearly articulated during group & class discussions.

Students are expected to remain professional at all times, as delineated by the professor of record and in the Masters Student Handbook. The following is an excerpt from the Student Competency Evaluation Document. Students are expected to exhibit

- an attitude that respects individual uniqueness and potential growth and development of all individuals;
- personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law;
- an awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society;
- a productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others;
- a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity

Students should check blackboard/TAMUCC email often. There may be weekly announcements available for you to review.

Note: Students registered to this course will benefit from presentations given by their classmates. Students who are absent on the day they are scheduled to present will receive an automatic “0” for that assignment.

**Late work and Make-up Exams**
Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day. No late work will be accepted beyond the last day of class for the semester. There are no make-up examinations.

**Cell Phone/Electronic Device Usage**
Cell phones and electronic paging devices are to be silenced during class times. Students serving on emergency calls are to notify the instructor.

**Academic Integrity**
University students are expected to conduct themselves in accordance with the highest standards of academic integrity. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Students should familiarize themselves with University policy concerning academic integrity and academic misconduct by reading the University Student Handbook, and should specifically be familiar with the University Student Code of Conduct. In this class, any academic misconduct will result in a grade of 0 on the assignment and a report submitted to Student Affairs. In addition, a grade of 0 in the course or departmental action may be initiated.
**Required method of scholarly citations**

Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (6th Edition) writing and publication guidelines. Failure to follow APA guidelines may result in significant point reduction. Work will be evaluated for style, content, grammar, spelling, and syntax.

**Staggered Submission**

The purpose of staggered submission is to provide the professor of record the opportunity to provide thorough feedback on each assignment, with particular observation on students’ writing in APA style. The meaning should infer that not all students have the same submission date for their assignments and is individualized based on a first-come, first-served basis. Staggered submission helps you plan out assignment due dates that may best accommodate your schedule. If your submission date needs to change due to an emergency or unforeseen circumstance, it is the responsibility of the student to obtain the sign-up sheet and to make contact with the other student for a possible change in schedule. Under no circumstance should any student feel pressure to make adjustments to his or her schedule, but should be understanding and perhaps even willing, based on the circumstances presented by their classmate.

**Request for Resubmission**

At the discretion of the professor of record, a request for resubmission may be made on an assignment due to obtaining an unsatisfactory grade of a C, D, F, or NC) on an assignment. A resubmission is beneficial to improving your academic (writing) and practice skills and students should take full advantage of this opportunity. This means that all recommendations/suggestions must be made and changed within one week of receiving the professor’s feedback. Failure to return a requested resubmission is your acceptance of the current grade as it stands.

**X. Textbook(s)**

*The textbooks adopted for this course are:*


*Recommended but not required supplementary textbook(s) is/are:*

Additional readings will be required to fulfill various assignments associated with the course learning objectives. It is the student’s responsibility to research and utilize institutional and personal libraries, Internet, and other resources to acquire and represent these sources. Full citation of original and secondary sources is expected.

**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.

XIII. 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.
**ANNOTATED BIBLIOGRAPHY RUBRIC (20%)**

Each student shall create an annotated bibliography consisting of 10 reference resources concerning a specific topic, which shall include both current and benchmark materials. Topics must be approved by the instructor and must be related to responsive services in schools.

**STUDENT:**

**TOPIC:**

_____Number of references, 10 required (0-1%)

_____Included current resources within the last 5-7 years (0-3%)

_____Appropriate citations consistent with APA citation standards (0-3%)

_____Appropriate summary format/Not an abstract/Followed Guidelines (0-3%)

**Comments:**

Please attach your annotated bibliography to your research paper. *All feedback provided should be corrected/addressed within the research paper.* If the feedback goes unaddressed, it will reflect in your final grade.

-Dr. Wines

*Bibliographies will be submitted to the instructor as well as to course participants via Blackboard.*
RESEARCH PAPER RUBRIC (15%)

A paper between 3 - 5 pages in length, not including the reference section on a topic approved by the instructor is to be submitted. The subject focus of the annotated bibliography may be used. The paper shall include an introduction of the subject matter, pertinent research and associated outcome studies, and application to the profession. Papers should be typed using Times New Roman; double spaced with 12-point font and will be evaluated on content as well as appropriate use of APA (6th Ed.) style.

_____ clear introduction of topic (0-1%)

_____ provided evidence of research/associated outcome studies (0-4%)

_____ included topic’s application to responsive services and the profession (0-4%)

_____ provided appropriate format/length (typed, double spaced, 12 point times new roman) (0-3%)

_____ APA style (0-3%)

Comments:
GROUP PROJECT AND POSTER PRESENTATION RUBRIC (15%)

Groups will be assigned to research, plan, and provide a poster presentation on a topic related to the course content. Each group will present their poster to the class using a format appropriate for presentation at a professional conference. Group members will be expected to knowledgeably discuss their posters with course participants. Handout material shall include an introduction of the subject matter, pertinent research, associated outcome studies, and application to the profession. Papers, 3-5 pages, will be evaluated on content, as well as appropriate use of APA (6th Ed.) style. Handout material summarizing the group work will be provided to all course participants via electronic means (Blackboard).

_____ Appropriate presenting techniques (properly displayed poster, clear communication, eye contact (0-2%)
_____ Clear introduction of subject (0-1%)
_____ Provided evidence of research/associated outcome studies (0-4%)
_____ Included topic’s application to the responsive services and the profession (0-2%)
_____ Provided appropriate format/length (typed, double spaced, 12 point times new roman) (0-3%)
_____ APA style (0-2%)
_____ Provided handouts via Blackboard (0-1%)
I. Title of Activity and Email Information

II. Identify the type of Counseling Activities (e.g. Individual Counseling: The Clay Pummel).

III. Title of supplemental texts, books, or poem

IV. Participants – developmental level and grade level (e.g., Elementary School – 2nd grade).

V. Topic Selected for Crisis Remediation

VI. Include Goals (ASCA’s standards) and Objectives (ASCA’s competencies) for the activities. (e.g., Personal/Social Development Standard 1; Academic Development, Standard 2).

VII. Provide 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:

1. Cognitive Domain
   1. Evaluation
2. Affective Domain
   1. Evaluation
3. Psychomotor-Behavioral Domain
   1. Evaluation

VIII. Provide a description of the instructions for the lesson facilitator (teacher or counselor).

IX. Provide a description of the activity’s format and time frame.

X. Integration Suggestion (how can you integrate the activity into the classroom academic curriculum).

XI. References used. Indicate the reference use for the activity in the lesson plan and also on your reference page in the paper.

XII. Appendix
SCHOOL COUNSELING ACTIVITY KIT
RUBRIC (10%)

_____Identified type of counseling activities (e.g. Individual Counseling: The Clay Pummel).
(0-1%)

_____Identified participants – developmental level and grade level (e.g., Elementary School – 2nd grade).
(0-1%)

_____Included Goals (ASCA’s standards) and Objectives (ASCA’s competencies) for the activities.
(e.g., Personal/Social Development Standard 1; Academic Development, Standard 2).
(0-2%)

_____Provided a description of the instructions for the lesson facilitator (teacher or counselor).
(0-1%)

_____Provided a description of the activity’s format and time frame.
(0-1%)

_____Provided integration suggestion (how can you integrate the activity into the classroom academic curriculum).
(0-1%)

_____Provided references used
(0-1%)

_____Provided an evaluation method to determine activity’s outcome. Remember the evaluation must be related to the goals of the activity. (i.e., writing assignment, artwork, etc.).
(0-1%)

_____Addressed an evaluation for each domain:

1. Cognitive Domain
   1. Evaluation
2. Affective Domain
   1. Evaluation
3. Psychomotor-Behavioral Domain
   1. Evaluation
INTERVIEW WITH A PROFESSIONAL COUNSELOR
RUBRIC (15%) Option 1

_____ Interview Guide (0-3%) Developed/Comprehensive and Purposeful/Answers 2-5

_____ General Philosophy (0-2%)

_____ General Procedures (0-2%)

_____ Specific Linking Topic (0-2%)

_____ Potential of Responsive Service/Campus Demographics (0-2%)

_____ Connection between Consultation/Responsive Services (0-2%)

_____ Integration of Technology (SKYPE, MP3 Audio Recording, Video) (0-2%)

Comments:
Option 2

_____ Interview Guide (0-2 pts.) Developed/Comprehensive and Purposeful/Answers 2-5

_____ 30 Minute Video (0-1 pt.)

_____ General Philosophy (0-2 pts.)

_____ General Procedures (0-2 pts.)

_____ Specific Linking Topic (0-2 pts.)

_____ Potential of Responsive Service/Campus Demographics (0-2 pts.)

_____ Connection between Consultation/Responsive Services (0-2 pts.)

_____ Integration of Technology (SKYPE, MP3 Audio Recording, Video) (0-2 pts.)

_____ Verbally address your feedback to the Principal (Point Deduction)

CHECKLIST PROCESS

_____ Submit Interview Protocol to Professor

_____ Make Revisions to Interview Protocol

_____ Send Interview Protocol to Counselor 2-3 Days Ahead of Time

_____ Schedule a Time to Meet with Campus Principal and Counselor

_____ Conduct Interview with Counselor via phone or face-to-face

_____ Track the Campus’ Need for Implementation or Revision of their Crisis Plan

_____ Create Video for Class and Feedback to Principal (What is in place/areas that need to be addressed)

_____ Submit Feedback to Dr. Wines for Approval

_____ Meet with Campus Principal and Counselor