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. This course is a hybrid/blended model, which indicates there will be once a week face-to-face class meetings, along with online course modules developed for each chapter.

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’ strenghts and needs, monitor progress, and engage in planning to promote school sucess.

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:

(CACREP Standard A-1) knows the history, philosophy, & current trends in school counseling & education.
SLO: School counseling students will demonstrate their knowledge of the history, philosophy, & current trends as evidenced in Section I of the Portfolio, as assessed by rubric.

(CACREP Standard A-2) understands ethical and legal considerations specifically related to the practice of school counseling.
SLO: School counseling students will demonstrate their ability to apply and adhere to ethical and legal standards in school counseling as evidenced by an 80% passing rate on the Ethical and Legal Considerations assignment, assessed by rubric.

(CACREP Standard A-4) knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
SLO: School counseling students will demonstrate knowledge of professional organizations, preparation standards, and credentialing specifically related to the practice of school counseling by
achieving a score of 70% or above on the Credentialing and Preparation essay examination, as assessed by rubric.

(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.
SLO: 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 Sections 1, 2, and 3 of the Portfolio, as assessed by rubric.

(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.
SLO: School counseling students will demonstrate their ability to apply and adhere to ethical and legal standards in school counseling as evidenced by an 80% passing rate on the Ethical and Legal Considerations assignment, assessed by rubric.

(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
SLO: School counseling students will demonstrate their knowledge of how to design, implement, manage, and evaluate programs designed to enhance the academic, career, and personal/social development of students, as evidenced by grades of 70% and above on the Group Report and Presentation, Classroom Guidance Unit, and Sections 2, 3, and 4 of the Portfolio.

(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.
SLO: 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 passing scores on the Transition Paper, Section 4 of the Portfolio, as assessed by rubric, and on the comprehensive examination.

(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.

SLO: 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 passing scores on rated rubrics on the Group Report and Presentation, the Classroom Guidance Unit, and Sections 1, 2 and 3 of the Portfolio.

(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.

SLO: School counseling students will demonstrate knowledge of program evaluation for school counseling programs as evidenced by passing scores on rated rubrics on the Group Report and Presentation, Classroom Guidance Unit, and Section 4 of the Portfolio.

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

SLO: School counseling students will demonstrate knowledge of basic strategies for evaluating counseling outcomes in school counseling, as evidenced by passing scores on rated rubrics on the Classroom Guidance Unit, Transitions paper, and Sections 2, 3, and 4 of the Portfolio.

(CACREP Standard J-1) applies relevant research findings to inform the practice of school counseling.

SLO: School counseling students will apply relevant research findings to inform the practice of school counseling as evidenced by passing scores on rated rubrics on the Group Presentation, Transitions paper, and Classroom Guidance Unit.

(CACREP Standard J-2) develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

SLO: School counseling students will develop measurable outcomes for school counseling programs, activities, interventions, and experiences as evidenced by passing scores on rated rubrics on the Group Presentation, Transitions paper, and Classroom Guidance Unit.

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

SLO: School counseling students will demonstrate understanding of the relationship of the school counseling program to the academic mission of the school as assessed by passing scores on rated rubrics on Sections 1, 2, 3, and 4 of the Portfolio and passing scores on the comprehensive exam.

(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.
SLO: 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 Comprehensive examination and passing scores on rated rubrics for the Group Report and Presentation, Classroom Guidance Unit, and Transitions paper.

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

(CACREP Standard M-6) understands the various peer programming interventions (e.g., peer mediation, peer mentoring, peer tutoring) and how to coordinate them.
SLO: 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 Section 2 of the Portfolio and on the comprehensive final examination.

(CACREP Standard N-4) understands how to use peer helping strategies in the school counseling program.
SLO: School counseling students will demonstrate their understanding of how to use peer helping strategies in the school counseling program as evidenced by passing scores on rated rubrics on Section 2 of the Portfolio.

(CACREP Standard O-3) knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
SLO: School counseling students will demonstrate knowledge of how to design implement, manage, and evaluate a comprehensive school counseling program, as evidenced by passing scores on rated rubrics on the Professional School Counselor Portfolio.

(CACREP Standard O-5) understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings
SLO: 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 rated rubrics of the portfolio and a passing score on the comprehensive examination.

(CACREP Standard P-1) participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
SLO: School counseling students will demonstrate knowledge of how to design implement, manage, and evaluate a comprehensive school counseling program, as evidenced by passing scores on rated rubrics on the Professional School Counselor Portfolio.
(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.

SLO: 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 passing scores on rated rubrics on the Group Report and Presentation and Sections 2, 3, and 4 of the 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 variety of instructional methods will be used in this class to include: a hybrid/blended format, containing lecture, discussion, interactive learning, audio and video recordings, written work and discussion board assignments, reading, experiential learning, and examination(s).

Course Delivery Model
The purpose of the course delivery model is to communicate to each student the regimented schedule of each class meeting. This course is a seven-week, hybrid/blended course. Students will participate in learning modules for all chapters in the book, along with coming to class once a week for the seven week sessions. 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, & Chapter Presentations
2. Comprehensive Examination Review
3. Special Topics Presentation
4. Guidance Lesson Presentation

VIII. Evaluation and Grade Assignments:

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

1. Class Attendance, Chapter Presentations, and Participation
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. Absences, repetitive lateness, and lack of participation and/or preparation for class will result in loss of points in the participation grade. Note: Because the group 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 unless there is a documented university-approved absence. Except in the case of emergency, the instructor must be notified in advance in order that alternative ways of meeting this requirement may be arranged. (25 points)
2. **Essay Exam 1** (CACREP A1, A4)
During the first few weeks of class, the history, philosophy, and current trends in school counseling will be presented in class, as will information about preparation standards, credentialing requirements, and professional associations important for school counselors. Essay exam 1 will cover this information. (50 points)

2. **Essay Exam 2** (CACREP A2, B1, J1)
This exam will consist of 10 short-answer and essay questions. Multiple forms of the exam will be provided. Students will prepare their answers, using current knowledge and supporting information from the text (Chapter 5: Ethical, Legal, and Professional Issues in School Counseling), information provided in class, and their own research. (50 points)

3. **Transition Services Paper** (CACREP C4, J1, J2, O3)
Students will write a 4-5 page paper regarding the design and implementation of transition programs, including school-to-work, postsecondary planning, and college admissions counseling. Transition programs in schools are primarily the responsibility of the school counselor, and your paper should reflect answers to the following questions:

- What transition services are needed as part of a comprehensive developmental school counseling program?
- What essential skills and activities should be addressed at elementary, junior high/middle school, high school to work or post-secondary levels?
- Provide examples of these transition services and how specific elements of services might be designed and implemented.
- How would you evaluate specific elements or determine measurable outcomes of transition programming?
- How would you evaluate the effectiveness of overall transition programming in your district? (50 points)

4. **School Counselor Paper and Group Presentation** (CACREP C2, E3, I2, I3, J1, J2, K1, K2, M6, N4)
Students will prepare as a group a presentation on a single topic. Students’ presentations should reflect understanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent. 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 preselected by the instructor is to be submitted by each student. 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, and must be attended by all group members if such an interview is scheduled. There should be adequate question preparation prior to the interview. 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. (50 points)

5. **Classroom Guidance Unit** (CACREP C2, K3, E3, I2, I3, J2, K2, K3, M6, N4)
Students will be expected to prepare and present one classroom guidance unit, with an elementary, middle, or high school focus. Each student will also select classmates to serve as role-playing group members. The purpose is to understand curriculum design, lesson plan development, classroom
management strategies, and differentiated instructional strategies, and differential strategies. 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, teens, adolescents, etc.) and step-by-step instructions for
presenting the unit. (50 points)

6. Professional School Counselor Portfolio (CACREP A1, A4, A5, C2, E3, I2, I3, K1, K3, M6, N4,
O3)
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. See outline and related information under XIII. Your course assignments in this class
are required artifacts in your portfolio. (100 points)

By the end of the semester, students will have created their own personal portfolio.
The portfolio must also include the following 5 sections:
  Section 1: Overall description of the program for elementary, middle, high school, per ASCA
  and DGP model. (20 pts)
  Section 2: Activities, techniques (strategies), and committee membership that support the goals
  and objectives for elementary, middle, and high school (calendar). (20 pts)
  Section 3: Lesson plans that support the goals and objectives for elementary, middle, and high
  school. (20 points)
  Section 4: Evaluation of the combined program outcomes for the existing school program. (20
  pts)
  Section 5: Community and national resources, references, and appendices. (resume, awards,
certificates, etc. (20 pts)

7. Comprehensive Examination (CACREP A5, B1, C2, E3, K2, K3, O5).
A score of at least 70% is recommended before students take the Professional School Counseling Exam
through TEA. Students who choose to take the Professional School Counseling Exam but who have not
attained a score of at least 70% will not be allowed to re-test until they can achieve this score on the
Comprehensive Examination for CNEP 5316. Students should see the Coordinator of the school
counseling program to arrange an opportunity to retake the exam or to obtain other information about
remedial action that may be helpful. (125 points)

Following is the web address that provides access to the TExES School Counselor examination
preparation material.

Online:  http://www.texes.ets.org/assets/pdf/testprep_manuals/152_schcouns_55059_web.pdf
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>Attendance, Chapter Presentations, and Class/Online Participation</td>
<td>25 points</td>
</tr>
<tr>
<td>Essay Exam 1</td>
<td>50 points</td>
</tr>
<tr>
<td>Essay Exam 2</td>
<td>50 points</td>
</tr>
<tr>
<td>Transition Services Paper</td>
<td>50 points</td>
</tr>
<tr>
<td>Special Topic- Paper &amp; Group Presentation</td>
<td>50 points</td>
</tr>
<tr>
<td>Classroom Guidance Unit</td>
<td>50 points</td>
</tr>
<tr>
<td>Final Student Portfolio</td>
<td>100 points</td>
</tr>
<tr>
<td>Comprehensive and Short Answer Essay Examination</td>
<td>125 points</td>
</tr>
<tr>
<td>Total</td>
<td>500 points</td>
</tr>
</tbody>
</table>

B. Grading Scale

A = 500-450  B = 449-400  C = 399-350  D=349-300  F=<299

IX. Course Schedule and Policies

A. Tentative Class Schedule- Regular Semester/Summer Session

<table>
<thead>
<tr>
<th>Week 1 (Class and Online)</th>
<th>TOPIC</th>
<th>ASSIGNMENTS and CHAPTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Overview; TExES Domain I-III and Competency Overview Professional Organizations, Standards, and Credentialing; Overview Transforming the School Counseling Profession The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program; Professional Organizations, Transforming the School Counseling Profession; Historical Roots and Future Issues</td>
<td>Ch. 1, 2, &amp; 3 Erford; ACA and ASCA (2005); Sign up for topics, presentation dates</td>
</tr>
<tr>
<td></td>
<td>Transformational Thinking in Today’s Schools; TExES Review Systemic, Data-Driven School Counseling Practice and Programming for Equity, Accountability: Evaluating Programs, Assessing Needs, and Determining Outcomes, Questions on Ethical Considerations</td>
<td>Ch. 4 &amp; 5 Erford; ACA and ASCA</td>
</tr>
<tr>
<td>Class 3 (Class and Online)</td>
<td>Outcomes Research on SC Interventions and Programs, TExES Review Ethical, Legal, and Professional Issues in School Counseling; Professional Organizations, Ethical Standards; Standards and Credentialing, Culturally Competent School Counselors: Affirming Diversity by Challenging Oppression; TExES Review</td>
<td>Ch. 6 &amp; 7 Erford; Transition Paper Due</td>
</tr>
</tbody>
</table>
Week 4 (Class and online) | Leadership and Achievement Advocacy for Every Student, Developmental Classroom Guidance, Review Transition Services Paper; TExES Review | Ch. 8 & 9 Erford Classroom Guidance Lessons
---|---|---
Week 5 (Class and online) | Academic Development and Planning for College and Career Readiness K-13; Extra reading discussions and Topic Presentations; TExES Review | Ch. 10 & 11 Erford Classroom Guidance Lessons
Week 6 (Class and online) | Promoting Educational and Career Planning in Schools, TExES Review Counseling Individuals and Groups in School, TExES Review Comprehensive Developmental School Counseling Exam Review | Ch. 12 & 13 Erford Group Presentations & Report Due
Week 7 (Class and online) | The Professional School Counselor and Students with Disabilities, TExES Review Consultation, Collaboration, and Parent Involvement, Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems Comprehensive and Short Answer Final Exam | Ch. 14 & 15 Erford Portfolio Due Final Exam

B. Class Policies:
Class attendance is an important aspect of the course and students are expected to be present for every face-to-face and online class unless there is a documented university-approved excused absence. Full participation is also expected, and students should come to class prepared to engage in class activities and discussion. Missing classes, failure to participate in group activities and discussion, and evident lack of preparation for class will result in loss of points for participation. Please speak with the instructor if you are struggling, preferably sooner rather than later. If you wait until the last few weeks, it may be impossible for you to catch up or remediate problems you are having in the course.

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 required 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 listserve. 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 cell phones, pagers, MP3 players, texting devices, and any other electronics.
**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 any kind of academic misconduct may include a “0” on an assignment, a failing grade for the course, and/or dismissal from the department. The assignment of penalty will be at the discretion of the instructor and/or department faculty. Students are responsible for familiarizing themselves with various forms of academic misconduct as described in the TAMU-CC Student Handbook, and failure to do so does not constitute a defense for such misconduct. Students should also be aware that an Academic Misconduct report will be filed with Student Affairs for any such behavior.

**Professional Conduct:**
Students are expected to adhere to the *Code of Ethics* of the American Counseling Association. Any behavior which is deemed unethical may be grounds for Student Review and Retention policy procedures to be initiated or for dismissal from the program.

**X. Textbook**

*The textbook adopted for this course is:*


*Other required materials:*


**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](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. Additional Assignment Guidelines

Special Topics- Paper and Group Presentation (50 points)

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. Topics and groups must be approved by the instructor. 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 20-30 minutes should be created. A one page outline should be provided to each student registered to the course and a power-point given to me. Each student must also submit an individual paper as outlined above.

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 (Four and Six Year Plans)
5. State Assessment (TAKS/STAAR)
6. District Mandated Counselor Job Responsibilities & Evaluation
7. Peer Mediation Programs/Peer Mentoring/Peer Tutoring
8. Other relevant research findings/topics

Classroom Guidance Unit (50 Points)

The purpose of a *Classroom Guidance Unit* is to develop a lesson plan on a topic to present to students in grades K-12 (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 request. Students should prepare a lesson a lesson appropriate for elementary school, middle school, or high school. The lesson will be presented in class utilizing pre-determined class members who will serve as the target audience. Group members are responsible for staged questions, participation, individual resistance, and diverse attitudes. Groups of five should be formed. A presentation of 30-40 minutes should be created. A one page outline
should be provided to each student registered to the course and a power-point given to me.

**Professional School Counselor Portfolio (100 Points)**

The *Professional School Counselor Portfolio* is an amazing artifact created for you and for this course. It can also serve a 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 the due date on the course schedule. Following is information detailing the organization of your portfolio.

**Title Page or Program Name**

**Table of Contents**

**Section 1: Overall description of the program for elementary, middle, high school, per ASCA and DGP model. Provide several direct linkages to the history, philosophy, and current trends in school counseling.**

- Mission Statement
- Rationale for the Program (Students, Parents, Teachers, Administrators, etc.)
- Central Concepts of Student Development
- Goals and Objectives (ASCA & DGP Model)

**Section 2: Activities, techniques (strategies) that support the goals and objectives for elementary, middle, and high school (calendar).**

<table>
<thead>
<tr>
<th>Month</th>
<th>Goal/Objective</th>
<th>Activity Description</th>
<th>Activity Techniques</th>
<th>Grade Level</th>
</tr>
</thead>
</table>

**Section 3: Lesson plans that support the goals and objectives for elementary, middle, and high school. You may use internet or print resources or may develop your own.**

- Goal/Objective
- Lesson Title
- Grade and Time
- Materials
- Step-by-Step
- Assessment of goals and objectives
- Reflection/Closing

**Section 4: Evaluation of program outcomes (including the previous section) for the existing school program (students, teachers, administrators)**
- Use of Data or Results from Needs Assessments
- Feedback Forms
- Program Evaluation Forms
- Short Response Forms

**Section 5: 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)
- Miscellaneous (awards, pictures, letters, certificates, resume etc.)

Student Name:__________________________________________________

Student Address:__________________________________________________

**TExES Domains and Competency Overview**

The purpose of the *TExES 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 from the website will contain answers to questions. Please resist any temptation to see the answers in the back of the manual. The review manual is designed for you to review and learn the material, to do your best to experience success, and to obtain clear information about where you are in your preparation. 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. However, we will not use it in this course and should be bought for future review and preparation.
XIV: Course Rubrics

Rubric for Transition Services Paper (50 points)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>___Design</td>
<td></td>
</tr>
<tr>
<td>___School-to-Work Programs</td>
<td>___Post-Secondary Planning</td>
</tr>
<tr>
<td>___College Admissions Counseling</td>
<td>___Transition Services</td>
</tr>
<tr>
<td>___Essential Skills and Activities</td>
<td>___Elementary/Junior/Secondary</td>
</tr>
<tr>
<td>___Examples of Transition Services</td>
<td>___Evaluation/Outcomes Elements</td>
</tr>
<tr>
<td>___Evaluation of Overall Program</td>
<td></td>
</tr>
</tbody>
</table>

| APA Format | |
| ___4-5 pages | ___Title Page |
| ___5 References | ___Font/Size |
| ___Typographical Errors | ___Continuity |
| ___Appropriate Citations | ___Relevant Literature |
| ___Recent Literature (within 10 yrs.) | ___Synthesis of Literature |

| Total Points | |

**Outstanding (50-45 points)** Addresses all points, including identification of essential transition skills and where those should be addressed within an overall school guidance program; other essential transition services that should be part of an overall school guidance program; examples of service design/delivery; evaluation methods for individual programs and the overall transition program of the district. The paper must be well-written, with only minor typographical errors.

**Good (44-40 points)** Addresses all points as above. However, there may be some lack of cohesiveness in the response elements, such as essential transition skills or other transition services, or elements that are not fully addressed. The paper is well-written, with some minor typographical and APA errors.

**Adequate (39-35 points)**: Addresses all points as above. However, one or two points may be incomplete or unaddressed. May lack clarity and be difficult to follow. The paper is written to address fundamentals or basic premise of assignment, and some APA or writing errors are present.

**Inadequate (34 and below)**: Fails to address all points as above. The paper lacks clarity and appears disorganized, and there are major APA and/or writing errors.
Rubric for Special Topics-Paper and Group Presentation (50 points)
Part I: Presentation (20 points)

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

Presentation Topic: ________________________________________________________________

Presentation Points ______ of 20

Part II: Paper (30 points)

Student Name: ________________________________________ Paper Points ______ of 30

Total Points ______

Outstanding (30-27 points) Addresses all essential elements of topic. Well-written, using appropriate APA conventions, with only minor typographical errors. Includes sufficient and appropriate references.

Good (26-24 points) Addresses all points as above. However, there may be some lack of cohesiveness in discussion of the topic, or may not cover fully elements of topic. Well-written, with some minor typographical and APA errors. Sufficient and appropriate references.

Adequate (23-21 points): Addresses most essential elements of the topic. May omit some coverage that should be included. May lack clarity and be difficult to follow. Addresses only basic premise of assignment. May have APA style or writing errors.

Inadequate (20 and below): Fails to address critical elements of topic. Lacks clarity and appears disorganized. May have major APA style and/or writing errors.
# Rubric for Classroom Guidance Unit (50 Points)

**Name________________________________________________**

<table>
<thead>
<tr>
<th>Observed Component</th>
<th>Grading Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit topic and description</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Source or references used (5-10)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Title Page or Program Name</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Observed Component</td>
<td>Maximum Point Availability</td>
</tr>
</tbody>
</table>

## Section One - Overall Description of Program

<table>
<thead>
<tr>
<th>Observed Component</th>
<th>Maximum Point Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective &amp; Goals for audience members (2)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Overall Presentation</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Step-by-Step Instructions for Developing the unit (e.g. icebreakers, videos, verbal exercises)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Overall Use of ASCA/DGP Model</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

## Section Two - Calendar

<table>
<thead>
<tr>
<th>Observed Component</th>
<th>Maximum Point Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Goal/Objective</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Lesson Title</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Grade/Time</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Materials Used</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Step-by-Step Instructions</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Reflection/Closing Activity</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Overall Use of ASCA/DGP Model</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

## Section Three - Lesson Plans

<table>
<thead>
<tr>
<th>Observed Component</th>
<th>Maximum Point Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback Forms- Number____________</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Evaluation Forms- Number____________</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Short Response Forms- Number________</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Other Forms- Number______________</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

## Section Four - Evaluation of Program Outcomes

<table>
<thead>
<tr>
<th>Observed Component</th>
<th>Maximum Point Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency Referrals</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>References</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Appendices (resume, awards, certificates, etc.)</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

## Total Point Accumulation

**Total Points: __________________ /50 points**
Note: The instructor has examples of portfolios created by 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.