I. Course Description
This course is designed to train school counseling students to provide indirect services to children and adolescents through effective consultation with parents, teachers, administrators, and external referral sources. The emphasis of the course is on the acquisition of skills that follow a logical consultation model. The course has a didactic and experiential learning component. Students will become sensitized to socio-cultural diversity issues as they impact consultation and to the ethical and legal issues pertaining to working in the schools. Current research will be used to guide the consultation process.

II. Rationale
Consultation continues to be a cornerstone activity for school counselors. Serious social issues like the AIDS epidemic, violence in the schools, and teenage pregnancy have led many counselors to take on community involvement through consultation. Consultation has become an increasingly powerful force in the school counseling profession and a tremendous demand for this kind of professional service has developed as the result of the National Standards for School Counseling Programs.

III. State Adopted Proficiencies for Counselors
Learner-Centered Knowledge:
1. Counseling students understand human developmental patterns and use this knowledge base to provide appropriate consultation.

Learner-Centered Process:
2. Counseling students learn to create an environment that supports and encourages exploring options, sharing new ideas, and innovative problem solving.
3. Counseling students learn to utilize consultation as a means of utilizing available human resources to provide maximum counseling services.
4. Counseling students learn about consultation models.

Learner-Centered Guidance Curriculum:
5. Counseling students learn to create and utilize consultation 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 others 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 school personnel and others to transfer learning to other situations.
8. Counseling students learn to help school personnel and others to clarify problems and implement change.
9. Counseling students learn to help school personnel and others by understanding the referral process and when and where to refer clients.
10. Counseling students learn to help school personnel and others to monitor students’ 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 and consultation in public schools and community agencies.
15. Counseling students learn and study case studies related to professional consultation practices in counseling.

**Equity in Excellence for All Learners:**
16. Counseling students learn multicultural sensitivity in regards to consultation.
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 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 008 (Collaboration with Families):** The school counselor knows how to communicate effectively with families and establish collaborative 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.

**V. Course Objectives and Outcomes**

*This course is designed to educate students in the following CACREP areas:*

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

(CACREP Standard A-3) knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

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

(CACREP Standard E-2) identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

(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 F-2) advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

(CACREP Standard F-3) advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

(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 I-4) knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

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

(CACREP Standard M-1) understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

(CACREP Standard M-2) knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

(CACREP Standard M-3) knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

(CACREP Standard M-4) understands systems theories, models, and processes of consultation in school system settings.

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

(CACREP Standard N-2) locates resources in the community that can be used in the school to improve student achievement and success.

(CACREP Standard N-3) consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

(CACREP Standard N-5) uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

(CACREP Standard O-1) knows the qualities, principles, skills, and styles of effective leadership.

(CACREP Standard O-2) knows strategies of leadership designed to enhance the learning environment of schools.

(CACREP Standard O-4) understands the important role of the school counselor as a system change agent.

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

(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 Learner Outcomes will be met in this course:
1. School counseling students will demonstrate their knowledge of roles, functions, settings, and professional identity of the school counselor by articulating, modeling, and advocating for an appropriate school counselor identity as a system change agent as evidenced by students earning 70% or above on the final exam and the rating rubric for the In-service/PTA presentation.

2. School counseling students will identify resources and current methods of using data to inform decision making and accountability in community, environmental, and institutional settings that enhance—as well as barriers that impede—the academic, career, and personal/social development of students that can be used in the school to improve student achievement and success as evidenced by rated rubrics for the Grant proposal and the Consultation Case Study. (CACREP Standard N-2)

3. School counseling students will advocate for the learning and academic experiences necessary to promote the development of students while providing a positive school climate that is equitable and responsive to multicultural student populations as evidenced by rated rubrics on the workshop presentation and the In-service/PTA presentation.

4. School counseling students will demonstrate their understanding of the ways in which student development, well-being, and learning are promoted and enhanced by family-school-community collaboration as evidenced by the rated rubric for the In-service/PTA presentation. (CACREP Standard M-2) (CACREP Standard M-3)

5. School counseling students will demonstrate their knowledge of school and community collaboration models for crisis/disaster preparedness and response as evidenced by rated rubrics on the In-service/PTA presentation and the comprehensive final exam. (CACREP Standard M-7)

6. School counseling students will demonstrate their knowledge of systems theories, models, and processes of consultation to consult with teachers, staff, and community-based organizations and will use referral procedures to secure assistance for students and their families as evidenced by rated rubrics on the Consultation Case Study and the In-service/PTA presentation. (CACREP Standard M-4)

7. School counseling students will demonstrate their knowledge of the qualities, principles, skills, and styles of effective leadership designed to enhance the learning environment of schools as evidenced by students earning a grade of 70 or above on the comprehensive final exam.

VI. Course Topics
The major topics to be considered are:
1. the theoretical foundations and practices of consultation in the schools;
2. the role and function of counselors as consultants in school systems;
3. the range of situations a counselor can serve as consultant to individuals and
groups;
4. the ethical and professional issues faced in performing consultation and collaboration;
5. the essential skills necessary to perform as an effective consultant.

<table>
<thead>
<tr>
<th>Chapter Topics</th>
<th>Experiential/Role-Play Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Counselors as Consultants</td>
<td>Mock Consultative Opportunities</td>
</tr>
<tr>
<td>Models and Theories</td>
<td>Application of Case Studies in Consultation</td>
</tr>
<tr>
<td>Ethical Issues in Consultation</td>
<td>Use of Data-Sets to Enhance Consultation Opportunities</td>
</tr>
<tr>
<td>Consultation with Teachers and Parents- Including Conferences and Classroom Meetings</td>
<td>Use of Research to Enhance Learning</td>
</tr>
<tr>
<td>Typical Issues in Consultation Consultation with Administration and the Community</td>
<td>Use of Technology-PollEverywhere.Com</td>
</tr>
<tr>
<td>Workshops and Education Programs</td>
<td>Peer-Review Processes/Team-Based Learning</td>
</tr>
</tbody>
</table>

VII. Instructional Methods & Activities:

**Instructional Model:**

1st Hour: Polleverywhere.com and team-based learning strategies
2nd Hour: Presentation of the chapter and enhancement of critical thinking skills
3rd Hour: Use of Data-Sets and Role-Plays
4th Hour: Work Shop Presentations/Extra-Credit Presentations

Methods and activities for instruction include:

Research into retention of material indicates that some teaching methods are more effective than others. The average retention rate for specific teaching methods after 24 hours is reported as follows:

- Lecture = 5%, Reading = 10%, Audiovisual = 20%, Demonstration = 30%, Discussion group = 50%, Practice by Doing = 75%, and Teaching Others/Immediate Use of Learning = 90%.

Therefore, a variety of instructional methods will be used in this class to include: lecture, discussion, interactive and technology-based learning, audio and video recordings (if available), written work assignments that uses research to enhance critical thinking, reading, experiential learning, and examination.

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. **Class Participation (30 points)**
   You will be responsible for reading the assigned chapters from your book, consultation case studies, journal article readings, and other assigned readings. Clear and elaborate
evidence of your having read and understood each week’s assignment is expected to appear throughout the course, in your assignments, and to be clearly articulated during group and class discussions. There will also be various skill development exercises, activities, or assignments due on the days we discuss and present certain chapters. You are expected to have these done ahead of time.

There will be a deduction of 5 points for each day an assignment is late. Unless submitted in class or otherwise specified (such as the Sample Test Questions assignment), only hard copies of written assignments will be accepted. E-mailed assignments will not be accepted. Each student is allowed 1 absence. The course grade will be lowered by 5 points for each absence thereafter.

To demonstrate that you have read the required material, and as part of your class participation grade you are to submit two sample multiple-choice type questions each week over the assigned reading for that week. Submit these questions to a peer-reviewer in-class and turn in at the end of class. The peer-reviewer will provide you feedback. For each question, include information about the book and page number it came from and the answer. Specify the answer on the question. The questions will be compiled and transformed into a study guide. Some of the questions may end up on your final exam. Do not write test questions for the consultation case studies. Students will choose one chapter to present to the class.

Example:
Which of the following is a standard of the Consultation Domain of the TEMPSC-II?
   a. Collaboratively provides professional expertise to advocate for individual students and specific groups of students.
   b. Coordinates people and other resources in the school, home, and community to promote student success.
   c. Advocates the school developmental guidance and counseling program and counselors’ ethical and professional standards with school personnel, parents, students, and the community.
   d. Advocates for a school environment that acknowledges and respects diversity.

   The answer is a. and it comes from p. 14 of the TEMPSC-II.

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.

2. Grant Proposal (20 Points)
Using the following website: http://ies.ed.gov/funding/index.asp#current to identify a potential grant source. Complete a proposal based on the guidelines described by the grant funder. Locate a RFA (Request For Application) and address the five areas:

Application Requirements
Applications under the topic must be submitted to one of the five research goals and meet all methodological requirements for that goal (see Part III Research Goals):

1) Goal 1: Exploration
2) Goal 2: Development and Innovation
3) Goal 3: Efficacy and Replication
4) Goal 4: Effectiveness
5) Goal 5: Measurement

The grant selected and the five goal areas need to be purposeful to consultation for school counselors. Make each area meaningful for the entire school program, with emphasis on student support and development. Turn in your completed proposal, as well as a copy of the instructions for the grant. This assignment can be done in groups and is your responsibility to coordinate, schedule group meetings, and to ensure that all members participate equally in the creation and completion of the assignment. This proposal does not need any research to support the need to complete the application.

3. Consultation Case Study (50 points)
There are two parts to this assignment (a) Workshop Presentation, and (b) Critical Incident Consultation Response. The “a” part is worth 30 points and the “b” part is worth 20 points. You will have 20-30 minutes to present. On the first day of class, you will be provided a case that needs consultation, which will be your consultation case. This case provides a description of a case, school and student needs, process information, and results that school counselors may encounter. Please read the case and follow the format for completing this assignment.

(a). Workshop Presentation (30 Points)
1. You are to research the topic presented in the case consultation, such as: Depression, Sexual Abuse, Gender or Sexual Identity, Custody Battles, etc. as it relates to school settings (other topics on page 168).
2. Using the Workshop Model presented in Chapter 6, you are to prepare and present a workshop on this topic to your classmates, as if they were a group of teachers, counselors, parents, administrators, or community members. Make your presentation appropriate for the audience. You are welcome to invite other interested audience members to your workshop as well. Often, school counselors are given very limited time at staff meetings to present information. Therefore, your presentations must be between 20-30 minutes.
3. Use materials and approach that is appropriate for your audience and your own presentation style. Bring handouts for each student in class, including your evaluation form for classmates to provide you with feedback. You may (but are not required) to use Powerpoint, self-made videos, or any other creative approach. You may not use professionally developed videos. The purpose is to develop your consultative skills as a presenter.
4. Materials you will turn in to the instructor related to your presentation include:
   a. proposal to submit to your principal
   b. flyers or brochures you develop advertising the workshop
   c. an outline of the workshop based on guidelines in Chapter 6
   d. copies of handouts given to the audience members
e. copies of evaluation forms given to audience members (use table D.2)

5. The proposal for this presentation that you submit to your instructor will include the following information (information may vary based on nature of consultation topic). Check with your instructor for clarification if needed. Proposal may be written in outline format, as long as it is thorough.
   a. Identified Problem including Definition
   b. Identified audience
   c. Rationale
   d. Extent of the problem in public schools
   e. Outline of Content Presented
   f. Materials used
   g. References
   h. Attachment(s), Handouts, Brochures advertising your presentation, evaluations, etc.

(b). Critical Incident Consultation Response (20 points)

1. You are to write a Critical Incident Consultation Response, similar to the responses at the end of chapter one, discussing how you would respond to the author’s request for consultation and why. Your paper will contain the following five sections as listed on page 169 of your text, with an expansion of sections (f, g, and h). Your goal should be to move beyond the case study’s recommendations and develop your own ideas and concepts based on your own experiences.
   a. Describe the extent of the problem (including definition)
   b. Using Adlerian Theory, describe how this theory is relevant to this particular problem.
   c. Detail the behavioral characteristics frequently exhibited by students (especially those that might impact school success) and any goals or strategies for working with the student beyond the recommendations in the case study.
   d. Explain the counselor’s role as a consultant working with this issue
   e. Provide suggested goals and strategies for teachers/parents working with students exhibiting these behaviors
   f. Reflect on conclusions drawn about your ability to be effective working as a consultant in this area
   g. Ethical concerns in relation to the topic (appendix b and c)
   h. Multicultural concerns that may need to be considered in this case.

2. Your paper will be 4-6 pages long with a minimum of 5 references. One reference needs to be a personal communication with a practicing, or former school counselor, an identified expert in the field, or one of the authors of your case or case responses, based on an informal consultation session you schedule with him or her about your case. This consultation session can occur in person, by phone, or by e-mail. Have some specific questions in mind that you would ask the person you are interviewing before you meet with him or her so that the information you get is relevant to your paper.
3. APA format must be used on your paper. Papers should be typed using Times New Roman; double spaced with 12-point font.

4. Plagiarism, even unintentional plagiarism, will result in a grade of 0 for the paper.

4. **In-service or PTA presentation (20 points)**
   Students will create a 15-20 minute presentation that can be delivered at a school in-service for teachers and administrators or they may choose to present to parents at a PTA meeting. School counselor trainees must be able to explain the following: (a) the philosophy that underlies the activities of their professional group; (b) services rendered by school counselors, and (c) the role and identity of the counselor. An example copy of a beginning of the school year presentation will be given by the instructor of record. The presentation should be video recorded and submitted to the instructor. A one-page reflection of knowledge gained in preparing for the presentation and feelings felt while delivering the presentation is also required. The paper should be typed in Times New Roman, double-spaced, and 12 point font should be used. Powerpoint slides may be used for presenting but are not necessary. Be sure the presentation is appropriate for your audience.

   Please label your DVD with the following information:
   - Full name
   - Course/Class Name
   - Assignment
   - Date of Submission
   - Length of Time

5. **Experiential In-Class Assignments for Data-Sets and Role-Plays (30 points)**
   (a) **Data-Sets (15 points)**
   Students will be given data-sets that consist of progress report or report card grades. These data-sets will also provide background information regarding the student’s family, peer, and academic successes or failures. The challenge in these in-class assignments are for students to think critically about the inferences they might make about the student, their eligibility for specific programs or services, and how they may consult others in order to make or provide the best programming for their students’ needs.
   Each time a data-set is presented, a group of students will lead the discussion about that data-set and the information presented. Each student is expected to lead one discussion within a group. Other students in the class will come up with their own inferences. Students leading the discussion will do their best to exhaust all possibilities and opportunities for that data-set/student. The instructor and members of the class will make contributions, filling in areas for consideration that the group failed to consider or address. The purpose of this activity is to allow all students to think critically about individual student issues/needs, to dispel some of the practices in school counseling that prohibit students from having access to certain services and/or programs, and to develop creative ways for school counselors in practice to create access.

   (b) **Role-Plays (15 points)**
In an effort to provide students with a “how to” framework, students will participate in role-plays related to the various topics.

<table>
<thead>
<tr>
<th>Topics for Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher Conference</td>
</tr>
<tr>
<td>ARD Committee Chair/Administrator</td>
</tr>
<tr>
<td>Community Agency Consultation (CPS, Police Department, Mental Health Agency)</td>
</tr>
<tr>
<td>Administration or District Personnel (Principals or Psychologist)</td>
</tr>
<tr>
<td>Counselor Meetings</td>
</tr>
<tr>
<td>Grade Placement Meetings</td>
</tr>
<tr>
<td>Transition Meetings/Course Options/Class Placement</td>
</tr>
<tr>
<td>Counseling Services</td>
</tr>
<tr>
<td>Student Interventions/Behavioral Meetings for Plans</td>
</tr>
<tr>
<td>504 Referral/Special Education Referral</td>
</tr>
</tbody>
</table>

Students can role-play 3 or 4 different roles or persons needed in their consultative meeting. The goal is to create the best mock or role-play that exhibits exactly what the consultative role of the counselor should be regarding of any of the topics above. Students can choose their topic early so that they can plan their role-play ahead of time.

6. **Final Exam (50 Points)**
A comprehensive final exam will consist of multiple-choice, short answer & essay questions developed from student’s submission each week of two test questions.

7. **Extra Credit**
Students are eligible to submit one, two-paragraph summary on a consultation article. Students will present their summary, in class, and it will provide 3 extra-credit points on your overall grade.

**Grading Scale**

<table>
<thead>
<tr>
<th>Class Participation/Chapter presentations</th>
<th>25 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Proposal</td>
<td>20 points</td>
</tr>
<tr>
<td>Workshop Presentation</td>
<td>30 points</td>
</tr>
<tr>
<td>Critical Incident Consultation Response</td>
<td>20 points</td>
</tr>
<tr>
<td>In-service or PTA Presentation</td>
<td>20 points</td>
</tr>
<tr>
<td>Data-Set (Group Led Discussion)</td>
<td>15 points</td>
</tr>
<tr>
<td>Role-Play (Group Assignment)</td>
<td>20 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
</table>

A = 180-200  B = 179-160  C = 159-140  D=139-120  F=<119
**IX. Course Schedule and Policies/Tentative Class Schedule**

**A. Course Schedule and Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Class Activity</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review Syllabus &amp; Course Expectations, Self-Assessment of Consultation (Appendix D)</td>
<td>Read Chapter 1 Appendix D Creation of Test-Question (Peer-Reviewed and Submitted)</td>
</tr>
<tr>
<td></td>
<td>Introduction to School Counselors as Consultants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School-Based Approach-Supporting Models &amp; Theories</td>
<td>Read Chapter 2 Creation of Test-Question (Peer-Reviewed and Submitted) Extra Credit Due- Only Opportunity</td>
</tr>
<tr>
<td></td>
<td>Ethical Issues in Consultation; Appendix B and C Data-Set #1</td>
<td>Read Chapter 3 Creation of Test-Question (Peer-Reviewed and Submitted) 1 Group Data-Set Presentation 2 Workshop Presentations</td>
</tr>
<tr>
<td></td>
<td>Case Consultation with Teachers and Parents and Typical Issues in School Consultation</td>
<td>Read Chapter 4 and 5 Creation of Test-Question (Peer-Reviewed and Submitted) 1 Group Role-Play 2 Workshop Presentations</td>
</tr>
<tr>
<td></td>
<td>Parent/Teacher Conference Role-Play</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop and Education Programs Data-Set #2</td>
<td>Read Chapter 6 Creation of Test-Question (Peer-Reviewed and Submitted) 1 Group Data-Set Presentation 2 Workshop Presentations 1/3 of Assignment Submissions *Grant Proposals *Critical Incident Paper *Video-Taped In-Service PTA</td>
</tr>
<tr>
<td></td>
<td>Other Opportunities for Consultation in Schools Role-play as a consultant of an ARD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meeting/Student Intervention/Grade Placement Role-Play</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom Meetings Data Set #3</td>
<td>Read Chapter 8 Creation of Test-Question (Peer-Reviewed and Submitted) 1 Group Data-Set Presentation 2 Workshop Presentations 1/3 of Assignment Submissions</td>
</tr>
</tbody>
</table>
B. Class Policies

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

Attendance during each class period is necessary for optimal learning. Unexcused absences will have an impact on your grade, as participation provides a number of 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 registered to this course will benefit from presentations given by their classmates. If absent on the day you are scheduled to present, an automatic “0” for that assignment will be given.

Students with more than 1 absence (for any reason) will have their grade lowered 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, and if forgotten, it cannot be corrected after class or at the end of the semester when grades are calculated. At 6:00 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. If you leave early, you should make a notation of time by your name on the attendance roster. Late arrivals and early departures will be reflected in your participation grade (1/2 of a point for every late arrival and early departure, not to exceed 5 points). This allows quick visibility to your record of attendance.

Use of electronic devices during class is essential during the implementation of Polleverywhere.com. However, using the internet, checking emails, instant messaging, and tweeting is considered as inappropriate and reflects non-participation. The most
efficient manner to contact me is through e-mail or phone.

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

Other forms of professionalism would include having open communication with the faculty of record regarding your personal needs or situations.

**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 of this form of submission 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. 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.

**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 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 beepers (if applicable), 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. In addition, other forms of academic misconduct, as identified in the TAMU-CC Student Handbook, may result in failure on an assignment or in the course.

**Professional Conduct:**
In addition to the professionalism requirements of the course, 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.

**Confidentiality**
Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. If you wish to share with others outside the class, *discuss only your own reactions or experiences* and maintain confidentiality regarding other’s input. *This is an ethical issue.*

**X. Required Textbooks**

**Optional Text**

**XI. Bibliography**
*The knowledge bases that support course content and procedures include:*


Texas Education Agency (1998). *The comprehensive guidance program for Texas public schools: A guide for program development pre-K – 12th grade*. Austin, TX:


**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 Rule13.02.99.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.

**XIII. Inclusive Learning**

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.

I wish to fully include persons with disabilities in this course. Please let me know, as early in the semester as possible, if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. Please contact Disabilities Services to alert their office so that they can share with me the services that I can use to assist you. You should contact the Learning Disability Service at
Grant Proposal Rubric (20 Points)

Group Members Names: ______________________________
____________________________
____________________________
____________________________

Total Points: ____________

_____Submitted complete proposal (based on grant funder’s guidelines)- 2 pts.
_____Request for Application (one of the five areas addressed)- 4 pts.
_____Connection made to consultation- 4 pts.
_____Made meaningful to school program- 4 pts.
_____Made meaningful to student development- 4 pts.
_____Submitted copy of grant instructions- 2 pts.

Comments:
Consultation Case Study Rubric (50 points)

There are two parts to this assignment (a) Workshop Presentation, (b) Critical Incident Consultation Response.

(a). Workshop Presentation (0-14 Points)
_____Select an appropriate topic (2 points)

_____Prepared and presented a workshop between 20-30 minutes. (3 points)

_____Used materials and approach that is appropriate for audience and own presentation style. (2 points)

_____Provided handouts and evaluation forms for each student. (0-2 points)

_____Materials turned in to the instructor: (0-5 points)
  a. proposal
  b. flyers or brochures
  c. an outline of the workshop based on guidelines in Chapter 6
  d. copies of handouts
  e. copies of evaluation forms

_____The proposal for presentation included the following information as needed (information may vary based on nature of consultation topic). (0-16 points)
  a. Identified Problem including Definition
  b. Identified audience
  c. Rationale
  d. Extent of the problem in public schools
  e. Outline of Content Presented
  f. Materials used
  g. References
  h. Attachment(s), Handouts, Brochures advertising your presentation, evaluations, etc.

Note: May not use a “professionally developed” video.

COMMENTS:
Consultation Case Study Rubric (50 points)

(b). Critical Incident Consultation Response (20 points)

Appeared to have knowledge of case used for assignment

_____ Described the extent of the problem (including definition)- 2 pts.

_____ Use of Adlerian Theory- 2 pts.

_____ Detailed the behavioral characteristics frequently exhibited by students (especially those that might impact school success)- 2 pts.

_____ Explained the counselor’s role as a consultant working with this issue- 2 pts.

_____ Provided suggested goals/strategies for teachers/parents working with students exhibiting these behaviors- 2 pts.

_____ Reflected on conclusions drawn about your ability to be effective working as a consultant in this area including- 2 pts.

_____ Provided your thoughts about ethical concerns- 2 pts.

_____ Provided multicultural concerns that may need to be considered in this case.

_____ 4-6 pages in length- 2 pts.

_____ Minimum of 5 references with one being a personal communication with a school counselor- 2 pts.

_____ APA format used on paper (point deduction)

_____ Typed/12 point font (point deduction)

_____ Plagiarism/Unintentional Plagiarism (no credit)

Comments:
In-service or PTA Presentation Rubric (20 points)

_____Video- recorded presentation submitted to the instructor- 2 pts.

_____One-page reflection paper submitted (knowledge gained and feelings felt)- 10 pts.

_____Appropriate 15-20 minute presentation with a target audience- 2 pts.

_____Explained the philosophy that underlies the activities of their professional group- 2 pts.

_____Explained the services rendered by school counselors- 2 pts.

_____Explained the role and identity of the counselor- 2 pts.

_____Times New Roman (point deduction)

_____Double-spaced (point deduction)

_____12 point font (point deduction)

Comments:
Data-Set and Group Led Discussion (15 Points)

Group Members Names: ________________________________
______________________________
______________________________
______________________________
Total Points:___________

_____Use of Background Information (3 points)

_____Use of Inferential Skills, Ability to Discuss Thoughts, and Perceiving Information (3 points)

_____Exhaust all Possibilities for Student Programming/Student Needs based on Data-Set, including considerations attached to the data-set (3 points)

_____Work-Collaboratively with Group Members (3 points)

_____Appeared to Limit Students Access/Strengthen Skills (Loss of Points)

_____Receptive to Instructor and Student Feedback (3 points)

Comments:
Role-Play Group Assignment (15 Points)

Group Members Names: 


Total Points: 

_____Selected a Topic- 3.75 points

_____Developed Various Roles (Counselor/Consultant, Parent, Teacher, Administrator, Community Member)- 3.75 points

_____Use of Instructor (Optional)

_____Appears to have Researched or Holds and Awareness of the Process- 3.75 points

_____Receptive to Instructor and Student Feedback- 3.75 points

Comments: