I. Course Description (3 semester hours)
This course is designed to provide an overview of the theoretical foundations associated with best-practices for counseling treatment planning and intervention. Topics addressed in this course include the historical development and contemporary application of counseling theories, review of key concepts that influence client change, essential features of the therapeutic process, and considerations for culturally-relevant and setting-specific applications. Students will be expected to complete designated readings and associated assignments, work in small groups, complete experiential activities, and demonstrate learning across several modes of evaluation. PREREQUISITES- None

II. Rationale
This course is designed to set a theoretical foundation to help students apply theory to practice and begin to develop a personal model of counseling. It should be taken early in a student’s counselor preparation program.

III. State Adopted Proficiencies for Teachers/Administrators/School Counselors

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base and must know and understand:

- The history of counseling
- Counseling and consultation theories and practices
- Changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling
- Environmental, social, and cultural factors that affect learners’ development and the relevance of those factors to guidance and counseling programs
- Learners’ developmental characteristics and needs and their relevance to educational and career choices
- Legal and ethical standards, practices, and issues
- The characteristics and educational needs of special populations
- The integration of the guidance and academic curricula
- The roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students
- Counseling-related research techniques and practices
Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner and must:

- Counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs
- Consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students
- Coordinate resources for students within the school and community
- Demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process
- Participate in the selection, use, and interpretation of assessments and assessment results
- Use varied sources of information about students for assessment purposes
- Use counseling-related research techniques and practices to address student needs

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learner’s knowledge, skills, motivation, and personal growth. The school counselor must:

- Collaborate with others in the school and community to implement a guidance curriculum that promotes learners’ development in all domains, including cognitive, social, and emotional areas
- Facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information
- Use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- Act as a consultant and/or coordinator to help learners achieve success inside and outside of school

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The school counselor must:

- Understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners
- Advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures

Standard V. Learner-Centered Communication: As an advocate the certified school counselor demonstrates effective professional and interpersonal communication skills and must:

- Use knowledge of group dynamics and productive group interaction;
- Support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- Facilitate learners’ access to community resources;
- Develop and implement strategies for effective internal and external communications;
- Work effectively as a team member to promote positive change for individuals, groups, and the school community

**Standard VI. Learner-Centered Professional Development:** The certified school counselor continues professional development, demonstrating a commitment to learn, improve the profession, and model professional ethics and personal integrity. The school counselor must:

- Use reflection, self-assessment, and interactions with colleagues to promote personal professional development
- Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth
- Strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards
- Apply research-based practice to improve the school guidance and counseling program
- Continue professional development to improve the school guidance and counseling program

**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 meet 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 006 (Counseling):** The school counselor understands how to provide effective counseling services to individuals and small groups.
- **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.
- **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 meet CACREP 2016 Standards. The following standards are covered in this course. The standards shown in bold type are the targeted course objectives assessed throughout the semester. See XIV. Rubrics for details*
A. Course Objectives  
CACREP 2016 Standards—Common Core

- Know and understand theories and models of counseling (Section 2-F.5a)
- Learn and experience processes that aid the development of a personal counseling model (Section 2-F.5n)
- Understand the application of multicultural competencies in theoretical models (Section 2-F.2c, e, f)
- Understand the theories and models related to clinical mental health counseling (Section 5-C.1b)

B. Learning Outcomes

This course infuses the Learning Objectives of CACREP 2016 Standards, the State Adopted proficiencies and the TExES competencies listed above to enable students to demonstrate understanding of the following objectives. Upon completion of the course students will:

1. Know counseling theories that provide models to conceptualize client presentation and that help the counselor select appropriate counseling interventions (CACREP Section 2-F.5a) Achievement is evidenced by students achieving an 80% or higher for the Personal Counseling Model assignment. See Rubric.

2. Know models of counseling that are consistent with current professional research and practice in the field for the development of a personal model of counseling (CACREP Section 2-F5.a) Achievement is evidenced by students completing a weekly Case Study applying a different theory for each case and earning a grade of 80% or higher for homework completion grade and participating in a group presentation. See Rubric.

3. Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions (CACREP Section 2-F5b; Section 5-F.1b-c) Achievement is evidenced by students completing case study assignment related to Family Systems Therapy and receiving a homework completion grade. See Rubric.

4. Understand a variety of models and theories related to clinical mental health counseling (CACREP Section 5-C.1b)) Achievement is evidenced by students completing a weekly Case Study applying a different theory with the same client and receiving a homework completion grade. See Rubric C. Achievement is evidenced by students earning a B or Above on Final Examination.
5. Understand the evolution of counseling models, trends, and current applicability (CACREP Section 2-F.5a-n; Section 5-A3d,g; C.1b; F.1b-c; G.3f,h) Achievement is evidenced by students completing weekly Case Studies, and earning a B or above on Final Examination.

6. Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients in counseling (CACREP Section 2-F.5a-n; F8a-b) Achievement is evidenced by students completing a weekly cases study requiring a Theory Outline for each theory and receiving a homework completion grade. See Rubric D.

VI. Course Topics
The major topics to be considered are: Theoretical orientations including, philosophies of life, schools of thoughts, specific counseling theories, goals and techniques of counseling, roles of the therapist, the client’s perspective, and ethical, legal, and multicultural issues.

VII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; online activities; video)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play)

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:

A.) Major Course Assignments

Weekly Online Quizzes

A brief quiz will be posted to assess students’ understanding of the topics being discussed. The quizzes will be made available online through Blackboard, and will be made available on Blackboard each week after class, and remain available until the 5:59pm on the day of the next class (before the next class starts). Quiz questions will be presented in multiple choice or true/false format. The use of notes and textbooks is allowed; however, students must work alone and not seek outside help from fellow classmates or other individuals. There will be eight quizzes available for students to take throughout the semester, with each quiz being worth 10 points each with the exception of the first quiz which is worth 30 points. Quizzes account for a total of 100 points possible toward your final course grade.

Case Study and Theory Outline

Throughout the semester students will analyze a professional case study based on the theory
topic of the week. In addition, students will also provide an outline for each theory utilized. Students may work in pairs to complete each case study; however, each student is responsible for turning their own paper. Submitted assignments will be evaluated on content as well as style. The case study to be analyzed with each theory is posted in Blackboard under the “content” tab, and can be found in the “Case Study” folder. Each professional case illustration (total of 12) is worth 50 points, resulting in a maximum of 600 points that can be earned on these assignments toward your final grade. For each theory covered in this course, students will be provided with a case illustration to address including the following areas:

1. Outline of Theory Utilized  
   a. Name of Theory  
   b. Major theorists and contributors  
   c. Basic tenets of the theory  
   d. Techniques associated  
   e. Issues best applied with  
   f. Multicultural considerations  
   g. Strength  
   h. Weakness

2. Case Study  
   a. What is the presenting issue?  
   b. Who is the identified client?  
   c. Treatment Plan  
   d. Justification for why this theory would be best applied with this client. If this theory would not work well, explain why.

**Personal Counseling Style/Model Paper**

The personal counseling style/model paper should describe the counseling theory that resonates most with you as a counselor, and why you chose that theory. Your personal counseling style/model paper should be based on one primary theoretical orientation, but may be supplemented by one other theoretical orientation if desired. For this assignment, you need to include personal and professional experiences that align with the theoretical orientation you selected. Describe how you view yourself, others, and the world, and how these perspectives shape your counseling approach with clients based on your chosen theory. In addition, explain the cultural factors that influence how you view yourself, others, and the world and how this influences you as a counselor. This paper should be between 6-8 pages and written in APA style (6th ed). The Personal Counseling Style/Model Paper accounts for a possible 200 points toward your final grade. This paper should include the following content sections:

1. **Introduction**  
   a. Provide an overview of what is included in this paper (10pts)

2. **Personal Counseling Style/Model** (Body of the Paper)  
   a. Introduction to your counseling model (10pts)  
   b. Description of your counseling model (10pts)  
   c. Describe both personal and professional experiences that align with the theoretical
orientation you selected. (20pts)
d. Describe how you view yourself, others, and the world, and how these
perspectives shape your counseling approach with clients based on your chosen
theory. (40pts)
e. Explain the cultural factors that influence how you view yourself, others, and the
world and how this influences you as a counselor. (40pts)

3. Conclusion
   a. Provide a summarization of the contents of your paper. (10pts)
   b. Provide a reflection of what you have learned about yourself through this paper.
      (10pts)
   c. Describe how the information learned through this paper will influence your work
      as a counselor. (10pts)

B) Point Allocation

Weekly Online Quizzes (8 @ 10-30 points each) 100 points
Case Studies (12 @ 50 points each) 600 points
Personal Counseling Style/Model Paper 200 points
Final Examination 100 points

TOTAL 1000 points

C) Grade Distribution

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>800-899</td>
<td>700-799</td>
<td>600-699</td>
<td>Below 600</td>
</tr>
</tbody>
</table>

IX. Course Schedule and Policies

A) Course Schedule
   (This tentative—may change based upon students’ learning and material needed to be added)

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 05/30 (W) | Class 1 | ORIENTATION (Syllabus, Blackboard, Class Structure, Group Formation…)
|       | In-Class | CHAPTER 1 INTRODUCTION AND OVERVIEW
|       |       | THERAPEUTIC APPROACHES (TABLE 1.1)
|       |       | CHAPTER 2 THE COUNSELOR: PERSON AND PROFESSIONAL
|       |       | CHAPTER 3 ETHICAL ISSUES; Multicultural Issues
|       |       | Quiz 1 (Due 6/2/17 by 11:59pm)
|       |       | Practice Case Study and Theory Outline in class
| 06/04 (M) | Class 2 | CHAPTER 4 PSYCHOANALYTIC THERAPY
|       | Online | CHAPTER 7 PERSON-CENTERED
|       |       | Quiz 2 Due
|       |       | Case Study 1 & 2 AND Theory Outline Due-In Class
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Chapter/Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/06 (W)</td>
<td>3</td>
<td><strong>CHAPTER 9</strong> BEHAVIOR THERAPY</td>
<td>Class Study 3 &amp; 4 AND Theory Outlines Due-Online</td>
</tr>
<tr>
<td></td>
<td>In-Class</td>
<td><strong>CHAPTER 10</strong> COGNITIVE-BEHAVIOR THERAPY Chapter 10; TF-CBT</td>
<td>Quiz 3 Due</td>
</tr>
<tr>
<td>06/11 (M)</td>
<td>4</td>
<td><strong>CHAPTER 5</strong> ADLERIAN THERAPY</td>
<td>Quiz 4 Due</td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td><strong>CHAPTER 14</strong> FAMILY SYSTEMS THERAPY</td>
<td>Case Studies 5 &amp; 6 AND Theory Outline Due-In Class</td>
</tr>
<tr>
<td>06/13 (W)</td>
<td>5</td>
<td><strong>CHAPTER 6</strong> EXISTENTIAL THERAPY</td>
<td>Case Studies 7 &amp; 8 AND Theory Outlines Due-Online</td>
</tr>
<tr>
<td></td>
<td>In-Class</td>
<td><strong>CHAPTER 8</strong> GESTALT THERAPY</td>
<td></td>
</tr>
<tr>
<td>06/18 (M)</td>
<td>6</td>
<td><strong>Chapter 11</strong> REALITY THERAPY</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td><strong>CHAPTER 13</strong> POSTMODERN APPROACHES; SFBT &amp; NARRATIVE THERAPY</td>
<td>Quiz 6 Due</td>
</tr>
<tr>
<td>06/20 (W)</td>
<td>7</td>
<td><strong>CHAPTER 12</strong> FEMINIST THERAPY</td>
<td>Case Studies 11 AND Theory Outlines Due-Online</td>
</tr>
<tr>
<td></td>
<td>In-Class</td>
<td><strong>CHAPTER 15</strong> INTEGRATIVE PERSPECTIVE</td>
<td></td>
</tr>
<tr>
<td>06/25 (M)</td>
<td>8</td>
<td><strong>CHAPTER 15</strong> INTEGRATIVE PERSPECTIVE</td>
<td>Quiz 8 Due</td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td><strong>CHAPTER 15</strong> INTEGRATIVE PERSPECTIVE</td>
<td>Case Studies 12 AND Theory Outlines Due-Online</td>
</tr>
<tr>
<td>06/27 (W)</td>
<td>9</td>
<td><strong>FINAL EXAM</strong></td>
<td>Personal Counseling Style/Model Paper Due</td>
</tr>
<tr>
<td></td>
<td>In-Class</td>
<td><strong>FINAL EXAM</strong></td>
<td></td>
</tr>
</tbody>
</table>

B) Course Policies

**Attendance & Participation**
Students will attend ALL scheduled classes, more than two absences will deduct one letter grade; missing more than 30 minutes of a class meeting will be considered an absence. Students will participate in course activities (both in and out of class) in a cooperative manner, complete homework assignments in a timely fashion, as well as remain receptive to feedback provided by the instructor and teaching assistant. **Cell Phones**: Turn your cell phones off or on silent during class meetings. If you need to have this device on for a relevant reason, please consult with instructor prior to class.

**Online Course Guidelines**
As this is a blended course and 50% of your instruction will occur online, it is **vital** that you understand and follow these guidelines and demonstrate respect and responsibility as part of an online learning community. Some things you can do to exhibit an attitude of respect and responsibility include:
- Post assignments on time. Early is even better. Remember that you must respond to your peers in addition to monitoring your own Discussion Board postings – you need sufficient time to do this, as do your peers.
- Work extra hard to get to know other classmates.
- Reach out through email Blackboard Messages, Discussions, and Wikis to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
- Respect other classmates by watching what you say.
- Add your opinions to/participate in the discussions.
- Check the assignments every week. Don’t wait until the last minute.
- Be helpful to other students
- Don’t get behind. If you get behind in an online course it is harder to get back on track than it is in a traditional course. Even though this course is blended, these guidelines still apply.
- Stay focused and stay connected.
- Keep up with your assignments and your grades. It is not the teacher's responsibility to tell you what you have or haven't turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.

**Professionalism**

By enrolling in a graduate program you have begun your professional career. As such, the expectation is that you will conduct yourself as a professional. A significant part of being a professional is being respectful to your peers and instructor at all times. Examples of disrespectful and unprofessional behavior in a face-to-face class include: talking in class, not paying attention, criticizing others’ thoughts and beliefs, falling asleep, or texting/talking on a phone. These same behaviors can be found in online classes as well, especially when participating in class discussion boards. While it is understandable that there may be times when you are not in total agreement with your peers or instructor, respect for the academic environment should always be acknowledged. Good advice would be to reread your posts before uploading them, to see if they may be disrespectful or hurtful to others.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Late Submissions of Student Work**

One added challenge to attending graduate school coursework is that many students have families, work part or full-time jobs, and have to negotiate a number of responsibilities outside of the
classroom. As a faculty member I acknowledge that it is understandable that life circumstances may take precedence to your school work and encourage you to plan, when possible, the turning in of your assignments and completion of course activities in the event that you should have to miss class. As a policy, all assignments are to be turned in at the beginning of class on the due date. Any work turned in late will be subjected to a letter grade deduction for each day that the assignment is late with no assignments being accepted after the second day late.

Extra Credit
As a general rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a
description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**Dropping a Class**

My hope is that you never find it necessary to drop this or any other class during your program of study. With that being said, I realize events sometimes occur that make dropping a course a necessary and wise decision. If you ever find yourself in a situation like this, I ask that you consult with me before you decide to drop the course to be sure it is your best option. Should dropping the course prove to be the best action for you to take, it is your responsibility to initiate the drop process by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in your being dropped from the class, and a final grade will be issued.

**Communication**

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which your instructor will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect to receive a response to their queries from their instructor within 48 hours (excluding weekends and university-recognized holidays).

**Syllabus Disclaimer:**

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

**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 website 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.

**Disability 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.

**Academic Continuity**

In the event of an unforeseen adverse event such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**X. Textbook**

*The textbook adopted for this course is:*


*Recommended Texts:*

Web Resources:
- Class Notes and Assignments:  http://www.tamucc.edu
- Current Students SAIL / Blackboard:  https://iol.tamucc.edu/
- Counseling Listserv:  http://listserv.tamucc.edu/mailman/listinfo/counsel-list
- ISLANDER e-mail account (First, go to S.A.I.L. for your new ID #, Next, go to http://newuser.tamucc.edu for your new e-mail account)

XI. Bibliography


**NOTE:** Our text offers extensive references throughout the textbook at the end of each chapter.

XII. Course Assignment Evaluation Rubrics  (See Blackboard Course page)