I. Course Description:
Developmental School Counseling (CNEP 5316) is three semester hours. This course is designed to provide students with an understanding of the planning, design, implementation, and evaluation of comprehensive, developmental school counseling programs. The course includes student collaboration with existing school counseling programs to facilitate student professionalism and competence in consultation, strategy selection and implementation, program delivery, and community referral.

II. Rationale:
This course is designed to re-examine the concept of comprehensive and integrated school counseling services as it applies to present and future counselors facing the challenge of defining their school counselor roles in the 21st century. Each student will complete a 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. TEExES 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’ strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008: (Collaboration with Families) The school counselor knows how to communicate effectively with families and establish collaboration relationships that enhance work with students.

Competency 009: (Collaboration with Others in the School and Community) The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

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

V. Course Objectives/Student Learning Outcomes:
This course is designed to meet 2016 CACREP standards and enable students to demonstrate understanding of the following objectives. Standards shown in bold type are specifically assessed in this course, and SLOs are provided for each.

1. Understand history and development of school counseling (5.G.1.a.)
SLO: School counseling students will demonstrate their knowledge of the history and development of school counseling as evidenced in the Professional School Counselor Portfolio as assessed by the rubric.

2. Understand legal and ethical considerations specific to school counseling (5.G.2.n.)
SLO: School counseling students will demonstrate their ability to apply and adhere to legal and ethical considerations specific to school counseling as evidenced by passing score on Scenario Responses as assessed by the rubric and Credentialing and Preparation essay examination.

3. Demonstrate knowledge of professional organizations, preparation standards, and credentials relevant to the practice of school counseling (5.G.2.l.) and legislation and government policy relevant to school counseling (5.G.2.m.)
SLO: School counseling students will demonstrate knowledge of professional organizations, preparation standards, and credentials relevant to the practice of school counseling as well as legislation and government policy by a passing score on the Credentialing and Preparation essay examination.

4. Understand models of school counseling programs (5.G.1.b.), models of P-12
comprehensive career development (5.G.1.c.)
SLO: School counseling students will demonstrate their understanding of school counseling programs as evidenced by the Professional School Counselor Portfolio and Classroom Guidance Unit as assessed by the corresponding rubrics and the Credentialing and Preparation essay examination.

5. Understand the models of school-based collaboration and consultation (5.G.1.d.)
SLO: School counseling students will demonstrate their understanding of school counseling programs as evidenced by the Professional School Counselor Portfolio as assessed by the rubric.

6. Understand school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (5.G.2.e.)
SLO: School counseling students will understand the school counselor roles and responsibilities in relation to emergency management plans, and crises, disasters, and trauma as evidenced by passing score on Scenario Response Papers as assessed by the rubric.

7. Understand school counselor roles as leaders, advocates, and systems change agents in P-12 schools (5.G.2.a.) and competencies to advocate for school counseling roles (5.G.2.f.)
SLO: School counseling students will understand the school counselor roles as leaders, advocates and systems change agents in P-12 schools and will understand the competencies to advocate for school counseling roles as evidenced by passing score on the Scenario Response Papers, Classroom Guidance Unit, and Special Populations Presentation as assessed by the rubrics.

8. Demonstrate development of school counseling program mission statement and objectives (5.G.3.a.)
SLO: School counseling students will demonstrate how to develop a school counseling program mission statement and various objectives as evidenced by passing scores on the Classroom Guidance Unit and Professional School Counselor Portfolio as assessed by the rubrics.

9. Demonstrate design and evaluation of school counseling programs (5.G.3.b.)
SLO: School counseling students will demonstrate how to design and evaluate school counseling programs as evidenced by passing scores on Special Population Group Research Presentation, Classroom Guidance Unit, and the Professional School Counselor Portfolio as assessed by the rubrics.

10. Demonstrate core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (5.G.3.c.)
SLO: School counseling students will demonstrate their knowledge of core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies as evidenced passing scores on Special Population Group Research Presentation, Classroom Guidance Unit, and the Professional School Counselor Portfolio as assessed by the rubrics.

11. Demonstrate the use of accountability data to inform decision making (5.G.3.n.) and use of data to advocate for programs and students (5.G.3.o.)
SLO: School counseling students will demonstrate their knowledge accountability data to inform decision making and use the data to advocate for their programs and students as
evidenced by passing scores on Classroom Guidance Unit and the Professional School Counselor Portfolio as assessed by the rubrics.

12. Understand common medications that affect learning, behavior, and mood in children and adolescents (5.G.2.h.)

13. Understand characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (5.G.2.g.)
   SLO: School counseling students will demonstrate understanding of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders as evidenced by passing score on Special Population Group Research Presentation as assessed by the rubric.

14. Understand signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (5.G.2.i.)
   SLO: School counseling students will demonstrate their knowledge of signs and symptoms of abuse and adolescents as well as signs of living in a home where substance abuse occurs as evidenced by completion of the DFPS child abuse training online and passing score on Special Population Group Research Presentation as assessed by the rubric.

15. Understand school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (5.G.2.b.) and demonstrate knowledge of community resources and referral sources (5.G.2.k.)
   SLO: School counseling students will understand school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies as well as demonstrate knowledge of community resources and referral sources as evidenced by passing score on Scenario Response Papers, Special Population Group Research Presentation, and Classroom Guidance Unit as assessed by the rubrics.

16. Demonstrate strategies to facilitate school and postsecondary transitions (5.G.3.g.)
   SLO: School counseling students will demonstrate strategies to facilitate school and postsecondary transitions as evidenced by passing scores on Scenario Response Papers and Classroom Guidance Unit as assessed by the rubrics.

17. Demonstrate approaches to increase promotion and graduation rates (5.G.3.i.) and interventions to promote college and career readiness (5.G.3.j.)
   SLO: School Counseling students will demonstrate approaches to increase promotion and graduation rates as well as interventions to promote college and career readiness as evidenced by passing scores on Scenario Response Papers and Classroom Guidance Unit as assessed by the rubrics.

18. Demonstrate strategies to promote equity in student achievement and college access (5.G.3.k)
   SLO: School counseling students will demonstrate strategies to promote equity in student achievement and college access as evidenced by passing scores on Scenario Response Papers, Special Population Group Research Presentation, and Classroom Guidance Unit as assessed by the rubrics.

VI. Course Topics:
The major topics are:
Core school counseling knowledge
- Individual, preventative and developmental interventions addressing learner needs
- Culturally responsive programming
- School-based interventions and advocacy services
- Research and assessment procedures

VII. Instructional Methods & Activities:
Methods and activities for instruction include:
A. Traditional experiences include the text and other required readings as the primary basis for meaningful class discussion and critical analysis activities.
B. Experiential activities include presentations, implementing technologies, and other classroom activities.

Course Delivery Model
The purpose of the course delivery model is to communicate to each student the regimented schedule of each class meeting. This helps the instructor to cover all of the course content fully, and helps the students to know what to expect during each class session. Both the instructor and student will work together to accomplish the established goals, competencies, assignments, projects, reviews, and objectives as outlined in this course syllabus.

1. Comprehensive Examination Review
2. Special Population Group Presentations
3. Guidance Lesson Group Presentation
4. Peer Discussion - Opportunity at the end of class to meet and discuss projects, information presented for that day, or just to get organized and ask questions of each other.
5. Chapter Content Question Review

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

1. Active Participation and Quizzes
Since much of the learning in this course occurs in the context of discussion, demonstration and experiential activities, students will participate in class. It is also expected that students take the chapter reading quizzes each week in preparation for the Professional School Counseling Exam administered through the TEA. Multiple attempts are allowed on each quiz, but failure to complete quizzes each week will result in loss of participation points. Quizzes for the corresponding chapters must be due by 7:00PM on the evening of class in order to receive credit. (10 points)

2. Scenario Response Papers (CACREP Standards: 5.G.2.a.-b.; 5.G.2.e; 5.G.2.k.; 5.G.2.n.; 5.G.3.g.; 5.G.3.i.-j.) Two times throughout the semester, students will be expected to prepare a written response to a various scenario provided. These responses should be backed by research with at least three references, use APA format, and be professionally written. These responses should be 4-6 pages and are worth 5 points each.
(10 points)

3. Special Population Group Research Presentation (CACREP Standards: 2.F.3.h.-i.; 5.G.2.g.; 5.G.2.i.; 5.G.2.k.; 5.G.3.a.-b.; 5.G.3.k.) Your special population can focus on disabilities, giftedness, gender identity, English language learners, students with mental illnesses or behavioral disorders, substance use or abuse, or children living in families where substance use/abuse is occurring.

Possible disabilities include: Autism Spectrum Disorders, Asperger’s Syndrome, Specific Learning Disability (Reading), Specific Learning Disability (Math), Attention Deficit Disorder, Emotional Disability, Intellectual Disability, Traumatic Brain Injury, Developmental Delay, Sensory Disabilities, Cerebral Palsy, or Speech-Language Impairment. (15 points)

Students will deliver a 15-minute presentation based on their research, including:

- definition, description and frequency of this population;
- possible presenting issues, signs, symptoms, or areas of concern at school and at home;
- what educators should be aware of and know about this population;
- recommendations from research regarding how teachers, counselors, and parents can support these students;
- myths & stereotypes;
- local and online helpful resources for school counselors with a brief description and how to access;
- examples of how you might advocate for these students;
- examples of how you might consult with families, school personnel or community agencies regarding these students; and
- five recent references (within 10 years), with at least 3 from peer-reviewed journals in the field of counseling in your bibliography. Other sources may come from credible websites, organizations, etc.

- Students must provide a 1-2 page (front and back) school counselor summary sheet for classmates, including resources.


Students will develop a three-lesson unit and role-play presenting one of the guidance lessons for an elementary, middle, or high school class. The purpose is to understand guidance and counseling curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. Students will also submit completed lesson plan for the classroom unit. (15 points)


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 a document of 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. Each section will be developed and added separately to the portfolio. Your course assignments in this class are required artifacts in your portfolio. (20 points) → change rubric to reflect new points

By the end of the semester, students will have created their own personal portfolio. The portfolio must also include the following five sections:

Section 1: Overall description of the program for elementary, middle, high school, per ASCA and DGP model
Section 2: Activities, techniques (strategies), and committee membership that support the goals and objectives for elementary, middle, and high school-calendar
Section 3: Lesson plans that support the goals and objectives for elementary, middle, and high school
Section 4: Evaluation of combined program outcomes for existing school program
Section 5: Community and national resources, references, and appendices

7. Comprehensive Examination and Short Answer Essay (CACREP Standards: 5.G.1.b.-d.; 5.G.2.1.-n.)
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. (20 points)

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation and Quizzes</td>
<td>10 points</td>
</tr>
<tr>
<td>Scenario Response Papers</td>
<td>15 points</td>
</tr>
<tr>
<td>Special Populations – Group Presentation</td>
<td>15 points</td>
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<tr>
<td>Classroom Guidance Unit</td>
<td>15 points</td>
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<tr>
<td>Student Portfolio</td>
<td>25 points</td>
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<td>Comprehensive Examination and Short Answer Essay Exam</td>
<td>20 points</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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</table>

B. Grading Scale

A = 90-100  B = 89-80  C = 79-70  D = 69-60  F = <59

TExES 152 School Counselor Examination Information:

After you have completed this course, you are eligible to take the TExES 152 School Counselor Certification Exam. Prior to taking the state exam, you must take a practice test with the TAMUCC Certification Office and receive an 85% or higher. You must email the Ms. Rose Zuniga (rose.zuniga@tamucc.edu) and Ms. Carol Pike (carol.pike@tamucc.edu) with the
Certification Office to set up your exam. You must provide evidence that prior to taking your practice test you have studied. They recommend that you create an account with CertifyTeacher and print off your practice test results from there. You can use the following web address to access the TExES School Counselor examination (152) preparation materials: http://cms.texes-ets.org/files/8314/5571/4274/school_counselor_152.pdf. Contact Ms. Rose or Ms. Carol if you have any questions about this procedure.

IX. Course Schedule and Policies

A. **Tentative Class Schedule- Regular Semester/Summer Session**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments and Chapters</th>
</tr>
</thead>
</table>
| 8/29/18    | Course and Syllabus overview  
TExES Domain I-III and Competency Overview  
Professional Organizations, Standards, and Credentialing  
Overview Transforming the School Counseling Profession (Erford, 2015) | Overview of Erford  
ACA, ASCA, TEA  
Sign up for Guidance  
Lesson and Special Populations  
Assignments |
| 9/5/18     | Chapter 1: Becoming a Professional School Counselor:  
Current Perspectives, Historical Roots, and Future Challenges  
Chapter 7: Ethical, Legal, and Professional Issues in School Counseling | Read Ch. 1, 7 Erford  
ACA, ASCA, TEA  
Code of Ethics  
Chapter Quizzes |
| 9/12/18    | Chapter 2: The ASCA National Model: Developing a  
Comprehensive, Developmental School Counseling Program;  
Professional  
Chapter 10: Developmental Classroom Guidance | Read Ch. 2, 10 Erford  
Chapter Quizzes |
| 9/19/18    | Chapter 4: Systemic, Data-Driven School Counseling Practice  
and Programming for Equity  
Chapter 5: Accountability: Assessing Needs, Determining Outcomes, and Evaluating Programs  
TExES Review | Read Ch. 4-5 Erford  
Chapter Quizzes  
Scenario Response  
Paper #1 – draft due in class for peer exchange |
| 9/26/18    | Chapter 9: Leadership and Advocacy for Every Student’s Achievement and Opportunity  
Chapter 14: Consultation, Collaboration, and Encouraging Parent Involvement  
TExES Review | Read Ch. 9, 14 Erford  
Chapter Quizzes  
Scenario Response  
Paper #1 – FINAL due |
| 10/3/18    | Chapter 15: Systemic Approaches to School Counseling Students Experiencing Complex and Specialized Problems | Read Ch. 15-16 Erford  
Chapter Quizzes |
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/10/18</td>
<td>Chapter 16: The Professional School Counselor and Students with Disabilities</td>
<td>TExES Review</td>
</tr>
<tr>
<td></td>
<td>Chapter 17: Helping Students with Mental and Emotional Disorders</td>
<td>Read Ch. 17 and additional posted readings on CI and TIC</td>
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<tr>
<td></td>
<td>Crisis Intervention and Trauma Informed Care (additional posted readings)</td>
<td>Chapter Quiz</td>
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<td>TExES Review</td>
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<td></td>
<td>Group work for Special Topics Presentation</td>
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<tr>
<td>10/17/18</td>
<td>Special Topics Presentations</td>
<td>Special Topics Presentations</td>
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<tr>
<td>10/24/18</td>
<td>Chapter 3: Transformational Thinking in Today’s Schools</td>
<td>Read Ch. 3, 8 Erford</td>
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<td></td>
<td>Chapter 8: Culturally Competent School Counselors:</td>
<td>Chapter Quizzes</td>
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<tr>
<td></td>
<td>Affirming Diversity by Challenging Oppression</td>
<td>Scenario Response Paper #2</td>
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<td>TExES Review</td>
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<td>10/31/18</td>
<td>Chapter 6: Outcomes Research on School Counseling Interventions and Programs</td>
<td>Read Ch. 6, 12 Erford</td>
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<td></td>
<td>Chapter 12: Promoting Career Planning in Schools</td>
<td>Chapter Quizzes</td>
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<td>TExES Review</td>
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<tr>
<td>11/7/18</td>
<td>Chapter 11: Academic Development and Planning for College and Career Readiness K-12</td>
<td>Read Ch. 11, 13 Erford</td>
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<td></td>
<td>Chapter 13: Counseling Individuals and Groups in School</td>
<td>Chapter Quizzes</td>
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<td>TExES Review</td>
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<td>11/14/18</td>
<td>Guidance Lesson Presentations</td>
<td>Guidance Lesson Presentations</td>
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<td>11/21/18</td>
<td>No class – Thanksgiving break</td>
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<tr>
<td>11/21/18</td>
<td>Guidance Lesson Presentations (if needed)</td>
<td>Guidance Lesson Presentations (if needed)</td>
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<tr>
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<td>Course Wrap-Up</td>
<td>Scenario Response Paper #3</td>
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<tr>
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<td>Final Exam Review</td>
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<tr>
<td>11/28/18</td>
<td>Comprehensive Developmental School Counseling Examination and Short Answer essay</td>
<td>Final Exam</td>
</tr>
<tr>
<td>12/5/18</td>
<td>Final class</td>
<td>Portfolios Due by 7:00PM</td>
</tr>
</tbody>
</table>

B. Class Policies:
Class attendance is an important aspect of the course and students are expected to be present for every class 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. **Cell phones and laptops are not permitted in class unless specifically instructed by Dr. Gerlach. Participation points will be lost if cell phones or laptops are used during class time.**

**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 that 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:*

Development.


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 Corpus Christi Hall. 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. Emergency Contingency Plan

In the event of a campus evacuation, I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using the Assessments tool and see your grades on assignments, quizzes, and tests using the My Grades tool.

XIV. Additional Assignment Guidelines

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

TExES Domains and Competency Overview
The purpose of the 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.

XV: Course Rubrics: Check Blackboard for copy of all assignment rubrics