Course Description

CNEP 5316: Developmental School Counseling (3 SCH). This course is designed to provide students with an understanding of the planning, design, implementation, and evaluation of comprehensive, developmental school counseling programs. Topics addressed include comprehensive school counseling program models, preventative and developmental interventions to address learner needs, culturally responsive programming, school-based interventions and advocacy services, and research and assessment procedures. Students will be expected to design school counseling a variety of programs and interventions to meet the needs of all learners and evaluate the effectiveness of interventions. There are no prerequisites for this course.

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 that reflects their work, interventions, and training as a future school counselor.

Instructional Methods

Course content will be presented using multiple teaching strategies including lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

Learning Objectives

This course is designed to meet 2016 entry-level area standards (Section 5) for school counseling. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 5-G-1-a**: history and development of school counseling. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the chapter 1 quiz]

- **CACREP Standard 5-G-1-b**: models of school counseling programs. [Students will
successfully complete this learning objective by achieving a score of 80% or higher on the chapter 2 quiz]

- **CACREP Standard 5-G-1-c**: models of P-12 comprehensive career development. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the chapter 12 quiz]

- **CACREP Standard 5-G-1-e**: assessments specific to P-12 education. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the final exam]

- **CACREP Standard 5-G-2-c**: school counselor roles in relation to college and career readiness. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the chapter 11 quiz]

- **CACREP Standard 5-G-2-f**: competencies to advocate for school counseling roles. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Scenario Response Paper #1]

- **CACREP Standard 5-G-2-g**: characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the chapter 17 quiz]

- **CACREP Standard 5-G-2-j**: qualities and styles of effective leadership in schools. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the chapter 9 quiz]

- **CACREP Standard 5-G-2-k**: community resources and referral sources. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Special Populations Group Assignment]

- **CACREP Standard 5-G-2-l**: professional organizations, preparation standards, and credentials relevant to the practice of school counseling. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the final exam]

- **CACREP Standard 5-G-2-m**: legislation and government policy related to school counseling. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the chapter 3 quiz]

- **CACREP Standard 5-G-2-n**: Understand legal and ethical considerations specific to school counseling. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the chapter 7 quiz]

- **CACREP Standard 5-G-3-a**: development of school counseling program mission
statement and objectives. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Professional School Counselor Portfolio]

- **CACREP Standard 5-G-3-b:** design and evaluation of school counseling programs. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Classroom Guidance Unit]

- **CACREP Standard 5-G-3-c:** core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Classroom Guidance Unit]

- **CACREP Standard 5-G-3-k:** strategies to promote equity in student achievement and college access. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the chapter 11 quiz]

- **CACREP Standard 5-G-3-m:** strategies for implementing and coordinating peer intervention programs. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Scenario Response Paper #2]

- **CACREP Standard 5-G-3-n:** use of accountability data to inform decision making. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the chapter 5 quiz]

**Major Course Requirements**

1) **Chapter Reading Quizzes (15 points)**

Much of this class revolves around discussion and experiential activities as opposed to solely lecture. Due to the flipped nature of this class, there will be less lecture and a focus on experiential activities while meeting in person. To ensure students are reading the chapters, short reading quizzes will be administered via Blackboard. Quizzes are due by 11:59PM each Thursday evening. Students may use their books for the quizzes but may not help each other. Chapter reading quizzes are must be completed by the due date and cannot be made up. See section Class Policies for more information on participation and late attendance policy.

2) **Scenario Response Papers (10 points)**

Two times throughout the semester, students will be expected to prepare a written response to various scenarios that may be encountered in a school setting. 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.

3) **Special Population Group Research Presentation (15 points)**
Students will deliver a 15-minute presentation based on their research. 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. The presentation must include the following:

- 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 and 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
- five recent references (within 10 years) with at least three from peer-reviewed journals in the field of counseling in your references. 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.

4) Classroom Guidance Unit (15 points)

Develop a three-lesson unit and role-play presenting one of the guidance lessons for an elementary, middle, or high school class on any topic of your choice. The purpose is to understand guidance and counseling curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. Students will then select one of the three lessons to role-play with the class. The presentation will be an abbreviated version of their lesson lasting no more than 15 minutes. Additionally, you must send an electronic version of your unit to your classmates and instructor before your presentation.

5) Professional School Counselor Portfolio (20 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.

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 TSCA 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

6) Comprehensive Examination and Short Answer Essay Exam (25 points)

The final exam will consist of multiple choice, true/false, short answer, and essay questions. It is a comprehensive exam that will focus on material covered in both texts, class lectures and discussions, group activities, and supplemental readings. *Do not rely solely on material presented in classroom activities or discussion board.*

**Point Allocation**

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<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Chapter Reading Quizzes</td>
<td>15</td>
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<tr>
<td>Scenario Response Papers</td>
<td>10</td>
</tr>
<tr>
<td>Special Populations – Group Presentation</td>
<td>15</td>
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<tr>
<td>Classroom Guidance Unit</td>
<td>15</td>
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<tr>
<td>Student Portfolio</td>
<td>20</td>
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<tr>
<td>Comprehensive Examination and Short Answer Essay Exam</td>
<td>25</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Grade Distribution**

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

**TEExES 152 School Counselor Examination Information:**

After you have completed this course, you are eligible to take the TEExES 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 TEExES School Counselor examination (152) preparation materials:
 Required or Recommended Readings

**Textbooks:**


**Recommended or supplemental readings:**


**State Adopted Proficiencies for School Counselors**

**Standard I. Learner-Centered Knowledge:**
The certified school counselor has a broad knowledge base.

**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 as outlined in The Texas Model for Comprehensive School Counseling Programs.

**Standard III. Learner-Centered Process:**
The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth.

**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.

**Standard V. Learner-Centered Communications:**
The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.
Standard VI. Learner-Centered Professional Development:
The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

TExES Competencies

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which 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 effective counseling services to individuals and small groups.

Competency 007 (Assessment): The school counselor understands principles of assessment and can 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 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.
Course Policies

Attendance

Class attendance is an important aspect of the course and students are expected to be present for every class. Full participation is also expected, and students should come to class prepared to engage in class activities and discussion. Due to the flipped nature of this class, unexcused absences are not permitted. Students missing class without proper documentation will receive a 2-point deduction per absence from your final grade. Tardiness to class or leaving class early will result in a point deduction based on the length of tardy (e.g., missing half of an in-person class will result in a 1-point deduction from your final grade). Documentation (i.e., doctor’s note, court paperwork, obituary, etc.) is required for an excused absence.

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 I 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 a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

Late assignments will be accepted up to one week late for a reduced letter grade. After one week late, assignments will not be accepted and you will receive a zero. Chapter reading quizzes are must be completed by the due date and cannot be made up. Most of your assignments will be submitted through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it didn’t. You will be able to see if the assignment attached/uploaded correctly. In the event that there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to email Dr. Gerlach with your assignment attached by the assigned due date and time.

Extra Credit

As a 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.

Cell Phone/Electronic Device Usage

Cell phones and laptops are not permitted in class unless specifically instructed by Dr. Gerlach. If cell phones or laptops are used during class without explicit instruction from Dr. Gerlach, participation points will be deducted. There will be no courtesy warning.
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.

Classroom Behavior and Professional Conduct
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in Article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Additionally, 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.

For assignments requiring group work, students are expected to maintain professional and respectful behavior towards their peers at all times. Students are expected to contribute equally to the project, communicate often, be flexible and compromise with one another. Lastly, if there are issues or concerns regarding group members, they are encouraged to resolve them respectfully amongst themselves. If the issues merit instructor involvement, then all group members must be present during the meeting. This is non-negotiable.

Regarding the assignment of grades, grades are earned and not given. The expectation of earning a 100 on every assignment or even an A on every assignment is unrealistic. This is a rigorous graduate program in which students will be training to work with clients in vulnerable situations, so the assignment demands are high. With this expectation of excellence, students are welcome and encouraged to inquire about how to improve their grades in class. In doing so, students are expected to maintain respectful and professional behavior during such inquiry. Discussion of grades will be focused on the student’s own work in reference to the assigned rubric and instructions. Discussing the work of other students in comparison your own is not permitted.

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.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your
academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **July 29th, 2019** is the last day to drop a class with an automatic grade of “W” this term.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01 Student Grade Appeal Procedures. Documents are accessible through the University Rules Web site at [http://academicaffairs.tamucc.edu/rules_procedures/](http://academicaffairs.tamucc.edu/rules_procedures/) For assistance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.

**Statement of 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 using Blackboard and/or e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, 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.

**Syllabus Disclaimer**

While the provisions of this syllabus are as accurate and complete as possible, the instructor
reserves the right to change any portions of the syllabus. If changes are made to the syllabus, the instructor will inform students regarding such changes. It is also the responsibility of each student to know what changes have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Students are encouraged to ask questions regarding information on the syllabus and course requirements when they receive the syllabus.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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| **Week #1**| Course and Syllabus Overview  
Sign up for presentations  
Chapters 1-4  
Texas Model for Comprehensive School Counseling Programs  
ACA, ASCA, TEA Code of Ethics  
Meeting Monday-Wednesday  
CACREP Standards 5-G-1-a, 5-G-1-b, 5-G-2-k, 5-G-2-m | Due 7/9/2020 at 11:59PM  
Chapter reading quiz  
Scenario response paper #1 |
| 7/8/19-7/11/19 |                                                                     |                                                  |
| **Week #2**| Chapters 5-9  
Texas Model for Comprehensive School Counseling Programs  
Meeting Monday-Wednesday  
CACREP Standards 5-G-1-f, 5-G-2-j, 5-G-2-n | Due 7/16/2020 at 11:59PM  
Chapter reading quiz |
| 7/15/19-7/18/19 |                                                                     |                                                  |
| **Week #3**| Chapters 10-14  
Texas Model for Comprehensive School Counseling Programs  
Peer Mediation Programs  
Meeting Monday-Wednesday  
CACREP Standards 5-G-1-c, 5-G-2-c | Due 7/23/2020 at 11:59PM  
Chapter reading quiz  
Scenario response paper #2 |
| 7/22/19-7/25/19 |                                                                     |                                                  |
| **Week #4**| Chapters 15-17  
Texas Model for Comprehensive School Counseling Programs  
Meeting Monday-Wednesday  
Classroom Guidance Unit Presentations  
CACREP Standard 5-G-2-g | Due 7/27/20 at 4:00PM  
Classroom Guidance Unit Presentation  
Due 7/30/2020 at 11:59PM  
Chapter reading quiz |
| 7/29/19-8/1/19 |                                                                     |                                                  |
| Week #5 | Special Populations Group Presentations  
Meeting Monday-Wednesday | Due 8/3/2020 at 4:00PM  
Special Populations Group Presentation  
Due 8/6/2020 at 11:59PM  
Final Exam  
Professional Portfolio |
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<tbody>
<tr>
<td>8/5/19-8/8/19</td>
<td>CACREP Standards 5-G-1-e, 5-G-2-l</td>
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CNEP 5316 Developmental School Counseling
Scenario Response Paper Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standard</th>
<th>Rating/Scoring</th>
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</thead>
</table>
| 1. Content: Write a 4-6 page paper responding to several scenarios that may be encountered as a school counselor. | Standards Assessed  
5-G-2-f: competencies to advocate for school counseling roles  
5-G-3-m: strategies for implementing and coordinating peer intervention programs | Does Not Meet Expectations: (0-1 point)  
- Positions/perspectives presented in response to scenarios are not clearly supported by current body research.  
- Research is not relevant to situation.  
- Responses to scenarios are not well developed, lack appropriate details, and/or are inappropriate for reader/audience. |
| | Standards Potentially Assessed  
5-G-2-a: Understand school counselor roles as leaders, advocates, and systems change agents in P-12 schools  
5-G-2-b: Understand school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies  
5-G-2-e: Understand school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma  
5-G-2-n: Understand legal and ethical considerations specific to school counseling | Meets Expectations: (>1-2 points)  
- Positions/perspectives presented in response to scenarios may lack appropriate research.  
- Argument and positions presented are only partially supported by body of research or research is only partially relevant to situation.  
- Responses to scenarios are somewhat well developed and may need additional appropriate details, or may be only partially appropriate for reader/audience. |
| | | Exceeds Expectations: (>2-3 points)  
- Positions/perspectives presented in response to scenarios are clearly supported by research.  
- Argument and positions presented are logical and appropriate to scenario, given current body of research relevant to situation.  
- Responses to scenarios are well developed with appropriate details in order to promote clear understanding by reader/audience. |
<table>
<thead>
<tr>
<th>2. Writing Style and Format</th>
<th>Does not meet expectations (0 points):</th>
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<tbody>
<tr>
<td></td>
<td>- There is no adherence to APA format.</td>
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<tr>
<td></td>
<td>- Paper is rife with spelling, grammatical, and punctuation errors.</td>
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<tr>
<td></td>
<td>- Paragraph structure, flow, and organization of paper are not evident.</td>
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<tr>
<td></td>
<td>- Paper does not meet the required guidelines (4-6 pages; 3 peer-reviewed references).</td>
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<td>- Writing is not considered graduate-level work.</td>
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<tr>
<th></th>
<th>Meets expectations (&gt; 0-1 point):</th>
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<tr>
<td></td>
<td>- There is evidence of adherence to APA format, but still has errors.</td>
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<tr>
<td></td>
<td>- Paper has several spelling, grammatical, and punctuation errors.</td>
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<td></td>
<td>- Paragraphs need more structure.</td>
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<td>- Flow and organization of paper is choppy and hard to follow.</td>
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<td>- Minimum of three peer-reviewed references are used and cited throughout paper and in reference page</td>
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<th>Exceeds expectations (&gt; 1-2 points):</th>
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<td>- Paper adheres to APA format.</td>
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<td></td>
<td>- There are zero to few spelling, grammatical, and punctuation errors.</td>
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<td>- Each paragraph is well constructed with a topic sentence</td>
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</table>
- There is a clear and easy “flow” and organization to the overall paper.
- Paper is no shorter than four pages, but no longer than six pages.
- Minimum of three peer-reviewed references are used and cited throughout paper and in reference page
CNEP 5316 Developmental School Counseling
Classroom Guidance Unit Rubric (15 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standard</th>
<th>Rating/Scoring</th>
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</table>
| 1. Content of Unit: Develop a three-lesson classroom guidance unit on a topic of your choice for the K-12 population. You may choose your preferred grade level. | **Standards Assessed:** 5-G-3-b: design and evaluation of school counseling programs 5-G-3-c: Demonstrate core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies | **Does Not Meet Expectations: (0-1.5 points)**  
- Content of unit and each lesson is missing and/or incomplete.  
- There is little organization or attention to current research.  
- Lessons and activities are inappropriate for age group with no attention to developmental considerations.  
- Differentiated learning strategies are not incorporated.  |

|  | **Standards Potentially Assessed:** 5-G-3-e: Demonstrate use of developmentally appropriate career counseling interventions and assessments 5-G-3-j: Demonstrate interventions to promote college and career readiness 5-G-3-k: Demonstrate strategies to promote equity in student achievement and college access 5-G-3-n: Demonstrate the use of accountability data to inform decision-making | **Meets Expectations: (>1.5-3.5 points)**  
- All of the content of unit and each lesson plan are included.  
- Unit lacks organization and/or is not conducive with current research.  
- Lessons and activities are somewhat relevant for age group with some attention to developmental considerations.  
- Some attempt is made at differentiating strategies, but needs more variety.  |

|  |  | **Exceeds Expectations: (>3.5-5 points)**  
- Content of unit includes all of the following below:  
  - Unit title  
  - Unit description/rationale  
  - Unit standards (ASCA/TMCSCP aligned)  
  - Unit goals  
  - Pretest/Posttest  
  - Grade level  
  - Self-evaluation  
  - Observer evaluation (teacher, supervisor, etc.)  |
| **Demonstrate the use of data to advocate for programs and students (5.G.3.o.)** | **- Sample dissemination form (i.e., GRIP)**  
**- APA reference list for entire unit**  
**- Content of each lesson includes all of the following below:**  
  - Lesson title  
  - Lesson standards (ASCA/TMCSCP aligned)  
  - Lesson goals  
  - Applicable counseling theory  
  - Anticipated amount of time for whole lesson  
  - Anticipated amount of time for each activity listed (icebreaker, main activity, processing, closing, etc.)  
  - Materials needed  
  - Icebreaker/introductory activity- Step-by-step instructions of main activity  
  - Reflection/processing questions for activity (3-5 questions per main activity)  
  - Closing activity (should include a review of info)  
  - Provide a suggestion for a follow-up activity or assignment for teacher to use after each class to help reinforce lesson concepts  
  - Appropriate references in APA format (minimum of one per lesson)  
  - Unit is organized, based in current research, accurately and professionally conveyed, developmentally appropriate and relevant to the target audience/grade level.  
  - Differentiated learning strategies are well developed and present throughout unit. |

| **2. Presentation of Lesson from Unit** | **Does Not Meet Expectations: (0-1.5 points)**  
- All components in “Exceeds” are not included  

**Meets Expectations: (≥1.5-3.5 points)** |
| lessons from the unit is role-played with the class. The presentation will be an abbreviated version of selected lesson lasting no more than 15 minutes. | - All elements in “Exceeds” are included, but may be lacking in in clarity, explanation, and/or may not be demonstrated well.  

**Exceeds Expectations: (>3.5-5 points)**  
- One of the three lessons in the unit plans are roleplayed with the class.  
- Explanation of connection between rationale and activity is provided.  
- Materials for activity, if necessary, are provided to class.  
- Directions/steps of the activity are properly explained.  
- Demonstration of activity is provided as presenter directs class in practicing activity.  
- Briefly model the processing/reflecting questions used for this activity.  
- Explain how to evaluate the effectiveness of this activity (i.e., how do you know it’s working?) |
| --- | --- |
| 3. Formatting and APA | **Does Not Meet Expectations: (0-1.5 points)**  
- There is no adherence to APA format.  
- Sources are absent from unit plans.  
- Unit is rife with spelling, grammatical, and punctuation errors.  
- There is no logical semblance to formatting.  

**Meets Expectations: (1.5-3.5 points)**  
- There is evidence of adherence to APA format, but still has errors.  
- Sources are credited in plans, but have errors.  
- Unit plans have several spelling, grammatical, and punctuation errors. |
<table>
<thead>
<tr>
<th>Total</th>
<th>- The formatting is somewhat unclear, illogical, and/or not easily read to due improper labels and headings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Exceeds Expectations: (&gt;3.5-5 points)</strong></td>
</tr>
<tr>
<td></td>
<td>- Proper APA format is followed</td>
</tr>
<tr>
<td></td>
<td>- Sources are given credit in unit plans and cited correctly.</td>
</tr>
<tr>
<td></td>
<td>- There are zero to few spelling, grammatical, and punctuation errors.</td>
</tr>
<tr>
<td></td>
<td>- Formatting is clear, logical, and easy to read with proper labels and headings.</td>
</tr>
</tbody>
</table>
# CNEP 5316 Developmental School Counseling
## Special Population Group Presentation

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standard</th>
<th>Rating/Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Presentation:</strong></td>
<td></td>
<td>Does Not Meet Expectation: (0-1.5 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All areas in “Exceeds” are not included</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meets Expectations: (&gt;1.5-3.5 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- All areas in “Exceeds” are included, but may be lacking in organization and clarity and/or presenters display overreliance on slides</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exceeds Expectations: (&gt;3.5-5 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Presentation is clearly and logically organized</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Each member of the group participates equally in presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- No more than 15 slides are used to address content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Slides are easy to read, are not overcrowded or overly animated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Presentation is a minimum of 15 minutes, but no longer than 20 minutes.</td>
</tr>
<tr>
<td></td>
<td>Conduct a group presentation using PowerPoint, Google Slides, or Prezi. The presentation is limited to 15-20 minutes.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Content:</strong></td>
<td>Standard(s) Assessed:</td>
<td>Does Not Meet Expectations: (0-1.5 points)</td>
</tr>
<tr>
<td></td>
<td>5-G-2-k: Locate community resources and referral sources</td>
<td>- All areas in “Exceeds” are not included</td>
</tr>
<tr>
<td></td>
<td>Standard(s) Potentially Assessed:</td>
<td>Meets Expectations: (&gt;1.5-3.5 points)</td>
</tr>
<tr>
<td></td>
<td>5-G-2-g: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</td>
<td>- All areas in “Exceeds” are present, but may be lacking in detail, clarity, or depth</td>
</tr>
<tr>
<td></td>
<td><strong>Standard(s) Assessed:</strong></td>
<td>Exceeds Expectations: (&gt;3.5-5 points)</td>
</tr>
<tr>
<td></td>
<td><strong>Standard(s) Potentially Assessed:</strong></td>
<td>- Provide definition, description, and frequency of population</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Possible presenting issues, signs, symptoms, or areas of concern at school and home</td>
</tr>
</tbody>
</table>
5-G-2-i: 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

- What educators should be aware of and know about this population
- Recommendations from research regarding how teachers, counselors, and parents support these students
- Myths and stereotypes of population
- Local and online resources for school counselors with a brief description and how to access these resources
- 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

<table>
<thead>
<tr>
<th>3. Presentation Materials:</th>
<th>Does Not Meet Expectations: (0-1.5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The group will create one group handout to include highlights of the assigned population with the relevant information and resources provided in presentation.</td>
<td>- All components in “Exceeds” are not included</td>
</tr>
</tbody>
</table>

**Meets Expectations: (>1.5-3.5 points)**

- Handout includes at least five references, but they are not within 10 years and/or do not include three peer-reviewed references
- Handout has some spelling, grammar, and/or punctuation errors

**Exceeds Expectations: (>3.5-5 points)**

- Handout includes at least five recent references (within 10 years) with at least three from peer-reviewed journals in the field of counseling. Other sources may include credible websites, organizations, etc.
- Handout has little to no spelling, grammar, and/or punctuation errors
- Handout provides sources and reference materials in APA format

| Total Points | |
### CNEP 5316 Developmental School Counseling
Professional Portfolio Rubric (20 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standard</th>
<th>Rating/Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Content:</strong></td>
<td>Standards Assessed:</td>
<td>Does Not Meet Expectations: (0-5 points)</td>
</tr>
</tbody>
</table>
| Provide a professional portfolio that describes a comprehensive school counseling program for either elementary, middle, or high school. Portfolio includes a title page, table of contents, resume, overall description of program (section I), calendar (section II), lesson plans (section III), evaluation of program outcomes (section IV), and resources (V). See the Professional Portfolio Guidelines for components of each section. | - All sections and requirements listed under Professional Portfolio Guidelines are missing or incomplete  
- Content area contains inaccurate information and extant research is not included  
- Content areas are inappropriately applied to specific setting  
- Portfolio does a poor job in describing a comprehensive school counseling program due to complete lack of thoroughness, clarity, and detail | Meets Expectations: (>5-10 points) |
| | 5-G-1-b: models of school counseling programs | - All sections and requirements listed under Professional Portfolio Guidelines are included  
- Content area contains information that is not supported in current research or contains some inconsistencies  
- Content area is somewhat appropriately applied to specific setting  
- Portfolio describes a comprehensive school counseling program, but is lacking in thoroughness, clarity and/or detail | Exceeds Expectations: (>10-15 points) |
| | 5-G-2-b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies | - All sections and requirements listed under Professional Portfolio Guidelines are included  
- Content areas are comprised of current, accurate, and research-supported information (if applicable)  
- Content areas are appropriately applied to specific setting  
- Portfolio thoroughly describes a comprehensive school counseling program |
<table>
<thead>
<tr>
<th>strategies</th>
<th>counseling program with clarity and detail</th>
</tr>
</thead>
</table>
| Standards Potentially Assessed:  
5-G-3-d: interventions to promote academic development  
5-G-3-e: use of developmentally appropriate career counseling interventions and assessments  
5-G-3-i: approaches to increase promotion and graduation rates  
5-G-3-j: interventions to promote college and career readiness  
5-G-3-n: Demonstrate the use of accountability data to inform decision-making  
5-G-3-o: Demonstrate use of data to advocate for programs and students |  |

2. Overall presentation of portfolio  
**Does Not Meet Expectations: (0-1.5 points)**  
- There is no semblance of organization, structure, and professionalism  
- Portfolio presents as unprofessional, hasty, and superficial reflection of applicable graduate work  
- Portfolio is rife with spelling, grammatical, and/or punctuation errors
| Total | - Content does not adhere to APA formatting  
**Meets Expectations:** (>1.5-3 points)  
- There is some semblance of organization, structure, and professionalism  
- Portfolio presents as professional reflection of appropriate graduate work, but is somewhat lacking in thoroughness and intentionality  
- There are some spelling, grammatical, and/or punctuation errors  
- Content adheres to APA formatting, but with errors  
**Exceed Expectations:** (>3-5 points)  
- Content is clearly labeled and organized in a logical fashion  
- Portfolio presents as professional, intentional, and thorough reflection of applicable graduate work  
- There are zero to few spelling, grammatical, and/or punctuation errors  
- Content adheres to APA formatting where appropriate |
Professional Portfolio Guidelines

Create a professional portfolio that you will use with you to take on job interviews. The portfolio contains five sections with various components for each section. Your portfolio must include each component and each section. See the information below for order of sections.

Title page/Program Name (Required)

Table of Contents (Required)

Resume (No more than two pages. Required)

Section I: Overall Description of Program
- Mission statement
- Rationale for program (central concepts of student development must be addressed in mission statement or rationale)
- Committee members: just titles of stakeholders in school counseling program (i.e., admin, parents, teachers, students, community members, etc.)

Section II: Calendar (provide a one month example)
- Month (may want to include a theme for the month, but not necessary)
- Goals/objectives – (i.e., program delivery which includes plans for classroom guidance, individual counseling, group counseling, workshops, etc. with relevant topic and grade level/audience identified)

Section III: Lesson Plans
- Classroom unit (three lesson plans)
- Additional plans you may have for other classroom guidance or group (recommended, not required)

Section IV: Evaluation of Program Outcomes
- Sample needs assessment used to recruit members for small group counseling
- Sample client feedback form
- Sample stakeholder evaluation (teacher, coordinator/director, principal)
- Dissemination of results (i.e., GRIP)
Section V: Resources
- Agency referrals (not just limited to counseling referrals. Should include local, state, and national agencies)
- Professional counseling organizations (identify at least two professional counseling organizations and a brief paragraph on how they will assist you as a new professional)
- Appendices (awards, certificates, professional development, etc. Should also include dates and necessary description)