COUN 6344 Syllabus

School Counseling & Guidance

INSTRUCTOR NAME _______________

TERM: __________

TELEPHONE NUMBER:

EMAIL: _______________

MEETING TIMES AND LOCATION: __________

OFFICE LOCATION:

OFFICE HOURS: ____________

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Response Time:
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update the online grades each time a grading session has been complete—typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Textbook and/or Resource Material

Required Text:

Recommended Texts:
Counseling and Guidance


Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:
**Passing the CPCE is graduation requirement, and may initially be attempted during COUN 6365 Practicum I. In Edinburg, the CPCE is scheduled for the third Saturday in September and the first Saturday in February. In Brownsville, the CPCE is scheduled for the second Saturday in November and the second Saturday in April. The CPCE is scheduled at both campuses the third Saturday in July. Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt. Make plans accordingly.**

[http://www.amazon.com/dp/0805856846/?tag=mh0b-20&hvadid=3486451804&hvqmt=p&hvbid=bp&hvdev=c&ref=pd_sl_487xa9u87s_p](http://www.amazon.com/dp/0805856846/?tag=mh0b-20&hvadid=3486451804&hvqmt=p&hvbid=bp&hvdev=c&ref=pd_sl_487xa9u87s_p)


**Catalog Course Description:**
Students will learn the essential roles and responsibilities of school counselors as they relate to planning, implementation, and evaluation of developmental school counseling and guidance programs. Students will learn research-based and best practices in school counseling. Ethical, legal, and multicultural issues will be emphasized. This course has been deemed suitable by the UTRGV Counseling and Guidance Department for hybrid (i.e. part in-class, part-online) presentation. If the instructor opts to employ a hybrid model, the following minimal mandatory interactive features will comprise part of the online component:

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 2
Counseling and Guidance

- Student-to-student interaction through the use of discussion forums for posting of assignments with subsequent peer review.
- Instructor-to-student interaction through public posting of assignments with subsequent instructor feedback.
- Wikis for student collaboration in the creation of assignments that can be monitored for participation by the instructor.

Other features of UTRGV's learning management system, which may facilitate collaboration in the creation of assignments, will be made available in every online course shell to students, but not required. These include an open question-and-answer forum, chat, and videoconferencing.

**Prerequisites:**
6310 - Introduction to Guidance and Counseling
6313 - Personal/Social Development of the Counselor
6327 - Counseling Theories Methods and Techniques I, and
6328 - Counseling Theories Methods and Techniques II

**Rationale:**
This course is designed to 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.

**Course Topics:**
Course topics include counseling skills; case conceptualization; record keeping; legal and ethical issues American Counseling Association (ACA) Code of Ethics; Texas Education Agency (TEA) school counselors standards and program development; collaboration techniques; special issues/topics; and designing, implementing, and evaluating courses/programs for clients/students, using the American School Counselor Association (ASCA) National Model, current school counseling issues.

**Instructional Methods and Activities:**
Most didactic material in the course will be covered by traditional experiences which include lecture, class discussion, demonstration, and experiential activities. Student self-exploration, self-disclosure, and collaboration with peers will be integral for this course. Field experience and Blackboard may be utilized.

**STUDENT ACADEMIC OBJECTIVES**

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
CACREP Common Core (K) – This course is designed to meet CACREP standards and enable students to demonstrate knowledge of the following:

2.F.1.b The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

2.F.1.d The role and process of the professional counselor advocating on behalf of the profession

2.F.1.f Professional counseling organizations, including membership benefits, activities, services to members, and current issues

2.F.8.b Identification of evidence-based counseling practices

2.F.8.d Development of outcome measures for counseling programs

CACREP Clinical Mental Health Counseling (CMHC) — This course is designed to meet CACREP CC Standards

5.C.2.e Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

5.C.2.f Impact of crisis and trauma on individuals with mental health diagnoses

5.C.2.i Legislation and government policy relevant to clinical mental health counseling

5.C.2.l Legal and ethical considerations specific to clinical mental health counseling

5.C.3.b Techniques and interventions for prevention and treatment of a broad range of mental health issues

5.C.3.d Strategies for interfacing with integrated behavioral health care professionals

5.C.3.e Strategies to advocate for persons with mental health issues

CACREP School Counseling (SC) – This course is designed to meet CACREP SC Standards and enable students to demonstrate knowledge of the following:

5.G.1.a History and development of school counseling

5.G.1.b Models of school counseling programs

5.G.1.c Models of P-12 comprehensive career development

5.G.1.d Models of school-based collaboration and consultation

5.G.1.e Assessments specific to P-12 education

5.G.2.a School counselor roles as leaders, advocates, and systems change agents in P-12 schools

5.G.2.b School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

5.G.2.c School counselor roles in relation to college and career readiness

5.G.2.d School counselor roles in school leadership and multidisciplinary teams

5.G.2.e School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Counseling and Guidance

5.G.2.f. competencies to advocate for school counseling roles g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
5.G.2.j. qualities and styles of effective leadership in schools
5.G.2.k. community resources and referral sources
5.G.2.l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
5.G.2.m. legislation and government policy relevant to school counseling
5.G.2.n. legal and ethical considerations specific to school counseling
5.G.3.a development of school counseling program mission statements and objectives
5.G.3.b. design and evaluation of school counseling programs
5.G.3.c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
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.f. techniques of personal/social counseling in school settings
5.G.3.g. strategies to facilitate school and postsecondary transitions
5.G.3.h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
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.k. strategies to promote equity in student achievement and college access
5.G.3.l. techniques to foster collaboration and teamwork within schools m. strategies for implementing and coordinating peer intervention programs
5.G.3.n. use of accountability data to inform decision making
5.G.3.o. use of data to advocate for programs and students

TEExES Competencies
Competencies covered throughout this program:

 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 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 effective counseling services to individuals and small 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 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.

**Texas Education Agency (TEA) Standards**—This course is designed to meet the following TEA Standards:

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

1. The history of counseling
2. Counseling and consultation theories and practices
3. Changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling
4. Environmental, social, and cultural factors that affect learners’ development and the relevance of those factors to school counseling
5. Legal and ethical standards, practices, and issues
6. The integration of the guidance and academic curricula
7. The roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students.
8. Counseling-related research techniques and practices

Standard II: Learner-Center Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:
(1) Develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program.
(2) Provide a proactive, developmental guidance program based on the needs of students.
(3) Counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs.
(4) Consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students.
(10) Advocate for a developmental guidance and counseling program that is responsible to all students.

Standard III: Learner-Center Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skill, motivation, and personal growth. The certified school counselor must:

(1) 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.
(2) 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.
(4) Implement effective referral procedures to facilitate the use of special programs and services.
(5) Act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

Standard IV: Learner-Center 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 certified school counselor must:

(1) 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.
(2) Advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures.
(3) Facilitate learning and achievement for all students, including specials populations, by promoting a cooperative, inclusive, and purposeful learning environment.

Standard V: Learner-Center Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(1) Demonstrate effective communication through oral, written, and nonverbal expressions
Counseling and Guidance

(8) Work effectively as a team member to promote positive change for individuals, groups, and the school community.

Standard VI: Learner-Center 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. The certified school counselor must:

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

Alignment of Course Objectives to National and State Standards

*The table below should include alignment to standards relevant to the program. The columns below are used as examples. *Please keep in mind that candidates in initial programs must demonstrate competence in the 4 categories of the InTASC standards.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOS</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling students will know essential facts regarding history and development of school counseling; models of school counseling programs including career, collaboration, consultation, and assessment as evidence by successful completion of exams and critical incident report.</td>
<td>Counseling graduate students will demonstrate knowledge and understanding of school counseling programs through development of a comprehensive school counseling guidance program design and evaluation plan</td>
<td>5.G.1.A.</td>
<td>5.G.1.A.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.G.1.B.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.G.1.C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.G.1.D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.G.1.E</td>
</tr>
<tr>
<td>Counseling students will describe roles of school counselors as; leaders,</td>
<td>Counseling graduate students will demonstrate</td>
<td></td>
<td>5.G.2.A.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.G.2.B.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.G.2.C.</td>
</tr>
</tbody>
</table>
### COURSE OBJECTIVES
advocates, and systemic change agents, consultants, college and career readiness, school leaders, and crisis as evidenced by successful completion of volunteer observations and reflections.

### PROGRAM SLOs
knowledge and understanding of school counseling programs through development of a comprehensive school counseling guidance program design and evaluation plan

### TEA STANDARDS
5.G.2.d  
5.G.2.e  
5.G.2.f  
5.G.2.j

### CACREP STANDARDS

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOs</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
</thead>
</table>
| Counseling students will know community resources, legislation and government policy, professional organizations, preparation standards, and credentials relevant to the practice of school counseling to advocate for students by successful completion of school counseling program and presentation. | Counseling graduate students will demonstrate knowledge and understanding of school counseling programs through development of a comprehensive school counseling guidance program design and evaluation plan | 5.G.2.k  
5.G.2.l  
5.G.2.m  
5.G.2.n |
| Counseling graduate students will demonstrate knowledge and understanding of all components of school counseling programs through development of a comprehensive school counseling guidance program design and evaluation plan | Counseling graduate students will demonstrate knowledge and understanding of school counseling programs through development of a comprehensive school counseling guidance program design and evaluation plan | 5.G.3.a  
5.G.3.b  
5.G.3.c  
5.G.3.d  
5.G.3.e  
5.G.3.f  
5.G.3.g  
5.G.3.h  
5.G.3.i  
5.G.3.j  
5.G.3.k  
5.G.3.l  
5.G.3.m  
5.G.3.n  
5.G.3.o |

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Counseling and Guidance

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOS</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Technology

To participate in this reduced-seating course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

Technical Knowledge Requirements

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

System Requirements/Software

- Mozilla’s Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

List other tools, resources, and materials needed by the student for success in the course.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV’s Blackboard Support):

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
# Major Requirements, Demonstration of Mastery and Evaluation

## PROGRAM REQUIREMENTS

- Students must attend one seminar from the C & G Faculty Seminar Series offerings for this semester. Students may attend more than one seminar; however, only one is required per semester regardless of the number of hours they are enrolled. Seminar dates TBA.

  **A. Students must turn in a one-page reflection paper based on their seminar experience.**

- Students must read one book from the UTRGV Counseling and Guidance Program reading list. Students may read more than one book on the list each semester; however, only one is required per semester regardless of the number of hours they are enrolled.

  **A. Students must turn in a one-page reflection paper based on the book they read.**

- **Professional Liability Insurance.** Before students can begin to accumulate direct hours, each student is required to purchase professional liability insurance. I encourage you to do this as soon as possible and bring a copy of your evidence of coverage. **YOU WILL NOT BE ABLE TO SEE CLIENTS WITHOUT COVERAGE.** There are several companies that offer this. If you are a student member of the American Counseling Association (ACA)
then your membership fees automatically covers you and includes all the benefits of being an ACA member (this runs about $70); if you are not a member or are not interested in becoming one you can obtain coverage through http://www.hpspo.com/ for approximately $29.50 (per year). Should you choose to go through HSPO for coverage click student and either clinical or school counselor. Please email me with additional questions regarding this.

- Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. Confidentiality also applies to all issues or comments made in the classroom. Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling and Guidance program faculty, including dismissal from the program.

Course Requirement Description plus CACREP and TEA Standards:

1. **Mid-term and Final Exams**—A (100-90), B (89-80), C (79-70), D (69-60), F (59-0)
   The exams are meant to assess your knowledge and understanding from the assigned readings. The exams will be over the assigned chapter readings from the textbook, supplemental readings (e.g., TExES and NSCE School Counseling Competencies), and material handed out in class. Exam format will be multiple choice. The exams will not be cumulative.

   **CACREP Standards:**

   **TEA Standards:** I.1, I.2, I.5, I.6, I.8, I.11, I.12, I.13, IV.1, IV.3, VI.3

2. **10 Volunteer Experiences**—Assessment will take into account record keeping (logs), completion of 10 hours at a school setting, varied experiences, site supervisor evaluation, timely completion of hours (e.g., spread out over time and not conducted all within a week’s time). Each student is required to volunteer a minimum of ten hours at 3-4 schools (elementary, middle school, high school, alternative school, other approved sites). The student will observe (3 hours) and lead and/or collaborate with the school counselor in a combination (7 hours) of the following professional activities conducted by a professional school counselor: guidance presentations, consultation with parents/guardians, teachers, administrators, and others, coordination of services, individual/group counseling, career counseling/guidance, prevention and intervention.
strategies, referral procedures and follow-up, professional development activities, counselor advocacy, collaboration activities, program design, implementation, evaluation, and other activities approved by the instructor.

Students will accrue a minimum of 10 hours at a practicum site approved by the instructor. Students are responsible for contacting practicum sites and seeking approval to conduct their hours. **All required documentation must be completed before initiating the school counseling experience (documentation of professional liability insurance, site supervisor and student agreement).** Each student is responsible for maintaining a well-organized system for filing logs and documentation for each counseling session. Logs should always be up to date and legible.

- It is recommended that your site supervisor be with the counseling student during the initial sessions. Site supervisors **must** be available for any emergency situation.
- Site supervisor will fill out an evaluation of the student performance.
- Student counselors must adhere to procedures for permission, criminal background checks, record keeping, social-media sites, dress code, and limits of confidentiality set by the school district in which they complete hours. If you are a teacher at your site, you are not to service current or former students in your classroom; this is to avoid dual relationships.

**CACREP Standards:**
**TEA Standards:** I.2, I.5, I.6, I.8, I.11, I.12, I.13, II.1, II.2, II.3, II.4, II.10, III.1, III.2, III.4, III.5, IV.1, IV.2, IV.3, V.1, V.8, VI.1, VI.2, VI.3, VI.4

3. **Observations/Reflections of 10 Volunteer Experiences—Assessment Rubric Attached**

Submit a report that includes the following: school, school district, counselor and title, address, phone number, counselor’s role/population served, and log of activities signed by the school counselor. Indicate the component under which each activity would be categorized using the TEA Model Developmental Program and describe the extent of your involvement in each activity. You must have at least one activity from each of the four components. **Include a one-page summary/reflection of each of the 10 experiences, special perspectives or insights gained as a result of participating in these activities.**

**CACREP Standards:**
**TEA Standards:** I.5, I.6, I.8, I.11, I.12, I.13, IV.1, V.1, VI.1

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 13
4. **School Counseling Program Group Presentation—Assessment Rubric Attached**

Students will work in **groups (3-4)** to develop a comprehensive developmental school counseling and guidance program for a school district. **An electronic copy will be submitted on Blackboard** and must include components as described in the TEA Comprehensive Developmental Model and ASCA National Model. **The group project will be presented in class.** Provide a handout with an abstract, references, and resources related to your project. Existing district comprehensive developmental school & guidance counseling programs may be used as an example but may not be duplicated.  

**CACREP Standards:**  
**TEA Standards:** I.5, I.6, I.11, II.1, II.10, III.1, III.4, IV.1, IV.2, IV.3, V.1, V.8, VI.2, VI.4

5. **Critical Incident Report—Assessment Rubric Attached**

Students will submit **one (1) report (2-3 pages) on a critical incident in school counseling.** Include positive and negative factors related to all parties involved, how the case could have been addressed more effectively, recommendations for the future, and ethical/legal issues.  

**CACREP Standards:**  
**TEA Standards:** I.6, I.8, I.12, IV.1, V.1, VI.1, VI.3

6. **Counseling Demonstrations and Experiential Activities—Criteria for grading is at the discretion of the instructor.** Students are expected to actively participate in class discussions including: WebCT/Blackboard discussions, in-class assignments, peer observations, and group exercises. Students are expected to BRING their **TEXTBOOKS** to every class. Class preparation, timely submission of assignments, active participation in course activities, demonstration of professional decorum, and support of peers are integral to your professional development and will be reflected in this Counseling Demonstrations/ Experiential Activities grade. Due to the experiential and interactive nature of the class, there is no possible way to make-up a class—true learning takes place in discussion and interaction with others, where students express and articulate their ideas. Therefore, participation and attendance is expected and required.
All of the aforementioned expectations will be reflected in your Counseling Demonstrations/ Experiential Activities grade.

CACREP Standards: K.1.g, SC.A.8, SC.A.9, SC.A.11, SC.B.1, SC.C.2.d
TEA Standards: I.1, I.2, I.5, I.6, I.8, I.11, I.12, I.13, IV.1, V.1, VI.1

Assignments and Assessments

Means of Assessment—Grades will be determined according to the student’s performance on the requirements for this course. The grading system will be based on the following weight distribution with a possible total of 100%. The grading system will be based on the UTRGV Grading System Policies and Procedures. The final grade will be based on the following requirements:

Legend

CACREP Standard: K=Common Core; SC=School Counseling; CC=Community Counseling

<table>
<thead>
<tr>
<th>Activity</th>
<th>CACREP Outcomes Assessed</th>
<th>Texas Education Agency Standards Assessed</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term and Final Exam</td>
<td>5.G.1.a, 5.G.1.b.,</td>
<td>I.1, I.2, I.5, I.6, I.8, I.11, I.12,</td>
<td>To be determined by Instructor</td>
</tr>
<tr>
<td></td>
<td>5.G.1.d., 5.G.1.e.</td>
<td>I.13, IV.1, IV.3, VI.3</td>
<td></td>
</tr>
<tr>
<td>10 Volunteer Experiences</td>
<td>2.F.1.b., 2.F.1.d,</td>
<td>I.2, I.5, I.6, I.8, I.11, I.12, I.13,</td>
<td>To be determined by Instructor</td>
</tr>
<tr>
<td></td>
<td>5.G.2.a, 5.G.2.b.,</td>
<td>II.1, II.2, II.3, II.4, II.10, III.1,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.G.2.d., 5.G.2.j.</td>
<td>III.2, III.4, III.5, IV.1, IV.2, IV.3,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>V.1, V.8, VI.1, VI.2, VI.3, VI.4</td>
<td></td>
</tr>
<tr>
<td>Observations/Reflections of Volunteer</td>
<td>2.F.1.b., 2.F.1.d,</td>
<td>I.5, I.6, I.8, I.11, I.12, I.13, IV.1,</td>
<td>To be determined by Instructor</td>
</tr>
<tr>
<td>Experiences</td>
<td>5.G.2.a, 5.G.2.b.,</td>
<td>IV.1, V.1, VI.1</td>
<td></td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
### Counseling and Guidance

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Incident Report</td>
<td>2.F.1.d, 5.G.1.d., 5.G.1.e., 5.G.2.g., 5.G.2.n.</td>
<td>I.6, I.8, I.12, IV.1, V.1, VI.1, VI.3</td>
<td>To be determined by Instructor</td>
</tr>
<tr>
<td>Counseling Demonstrations</td>
<td>2.F.1.f,</td>
<td>I.1, I.2, I.5, I.6, I.8, I.11, I.12, I.13, IV.1, V.1, VI.1</td>
<td>To be determined by Instructor</td>
</tr>
<tr>
<td>Experiential Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Grading Policies

State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points per Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% Excellent</td>
<td>4 grade points per hour</td>
</tr>
<tr>
<td>B</td>
<td>80-89% Good</td>
<td>3 grade points per hour</td>
</tr>
<tr>
<td>C</td>
<td>70-79% Satisfactory</td>
<td>2 grade points per hour</td>
</tr>
<tr>
<td>D</td>
<td>60-69% Below Average</td>
<td>1 grade point per hour - may not be assigned in graduate classes</td>
</tr>
<tr>
<td>F</td>
<td>59% and below Failure</td>
<td>0 grade points per hour</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>not considered in calculating grade points or attempted hours; for remedial courses only</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Counseling and Guidance

<table>
<thead>
<tr>
<th>CR</th>
<th>Credit</th>
<th>not considered in calculating grade points or attempted hours; however, hours are counted in total earned hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
<tr>
<td>DR</td>
<td>Course Dropped</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal from School</td>
<td>not considered in calculating grade points or attempted hours</td>
</tr>
</tbody>
</table>

OTHER COURSE AND PROGRAM POLICIES

UTRGV University Policies

**UTRGV Policy Statements**

The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

**STUDENTS WITH DISABILITIES:** Required on all syllabi. Do not modify.
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:** Required on all syllabi. Do not modify.
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructionsStudents who complete their evaluations will have priority access to their grades. Online evaluations will be available.

Oct 5 – Oct 12 for Module 1 courses

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Dec 1 – Dec 7 for Module 2 courses
Nov 18 – Dec 8 for full fall semester courses

ATTENDANCE: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY: Recommended on all syllabi.
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE: Required on all syllabi. Do not modify.
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate
students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

---

**Course Policies**

*Class Participation:* Students are expected to attend, participate and engage in ALL classes. This includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. **Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade.** It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

*Make-up Policy:* The student should, if possible, make arrangements in advance for make-up work. If advance notice is not possible, arrangements can be made with the instructor for make-up work, provided the absence is explained and legitimate, i.e. sickness, death in family, etc. Late submissions without legitimate excuses will not receive full credit; each assignment will drop 5 points for each day it is late. Make-up work will only be considered on a one to one basis with communication with the instructor.

*Written Assignments:* All written assignments must be done according to APA guidelines. The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. If you struggle with your writing, I strongly encourage the use of the writing center on campus. (Grade will reflect writing style.)

*Student Responsibility:* The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling & Guidance. The student is also responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

*Students’ Academic Responsibilities* Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments by reading assigned material before class and turn in required assignments on time. Students should give themselves plenty of time to study for exams beforehand; cramming the day of or the night before is not recommended.
Student Professionalism
Professionalism can best be described as the ability to manage your emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p.34). Students are expected to exercise professionalism at all times.

Evaluation of your coursework may be affected by unprofessional behavior (e.g., cheating, plagiarism, breaking confidentiality, unwillingness to work with peers, consistently not being prepared for class, excessive tardies/absences, and/or other related behaviors). The consequences of these behaviors may range from (but not limited to) a simple reprimand to DF grade, a failing final grade, being dropped from the course, or my recommendation to be dropped from the Counseling and Guidance Program.

Confidentiality
Confidentiality will strictly be enforced. You will be expected to observe this ethical standard by not sharing any information of a personal nature shared in class with anyone outside of class. Breach of this ethical standard will constitute basis for dismissal from the Guidance and Counseling program with a grade of F in the course.

Due to the nature of the course, absolutely no recording is allowed. All cell phones, IPads, tablets, etc., must be turned off during class. For emergency cases or other important situations, see your instructor before class begins. Use of laptops must be limited to class-related activities. Please do not use laptops for e-mail, to check social media, to complete assignments, etc. during class.

Work Format
All work submitted must be typed. Work should be double-spaced, with a 12-point Times New Roman font. The APA Publication Manual (6th ed.) is a recommended textbook for this class. APA format is required. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade.

Class Participation and Attendance:
Students are expected to participate and engage during class. This includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade. Participation is also measured in attendance & punctuality to class and individual supervision meetings with instructor and designated clinic supervisor. It should be noted that attendance and punctuality is expected and will be
Counseling and Guidance

excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

**Attendance Policy:**

Prompt and regular attendance is mandatory. The student may be asked to drop the class after one absence. Multiple tardies of fifteen (15) minutes or more will also be considered an absence. Students leaving early before class is dismissed will also be considered absent. Should the student be allowed to remain in class after one absence because of extenuating circumstances, five (5) points will be taken off the final course grade for each additional absence after the first absence (includes leaving early before class is dismissed). Two (2) points will be taken off for each tardy less than 15 minutes and five (5) points for tardies 15 minutes or more.


**Make-up Policy:**

The student should, if possible, make arrangements in advance for make-up work. If advance notice is not possible, arrangements can be made with the instructor for make-up work provided the absence is explained and legitimate, i.e. sickness, death in family, etc. Anyone who is absent whenever materials are distributed in class must make arrangements to pick up these materials at the instructor’s office. Point deduction may be applied to assignments turned in late. Make-up work will only be considered on a one to one basis with communication with the instructor.

**Student Responsibility:**

The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog he/she is following for the M.Ed. Degree in Counseling & Guidance. The student is also responsible for becoming familiar with
any certification and licensure requirements, application processes and deadlines that apply to him/her.

Calendar of Activities
Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at http://my.utrgv.edu at the bottom of the screen, prior to login. Some important dates for Fall 2016 include:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 29</td>
<td>Fall classes begin</td>
</tr>
<tr>
<td>Sept 1</td>
<td>Last day to add or register for Fall classes</td>
</tr>
<tr>
<td>Sept 2</td>
<td>Last day to withdraw (drop all classes) for a 80% refund</td>
</tr>
<tr>
<td>Sept 5</td>
<td>Labor Day Holiday, no classes</td>
</tr>
<tr>
<td>Sept 14</td>
<td>Census day (last day to drop without it appearing on the transcript)</td>
</tr>
<tr>
<td>Nov 17</td>
<td>Last day to drop (DR grade) a class or withdraw (grade of W)</td>
</tr>
<tr>
<td>Nov 18 - Dec 8</td>
<td>Online course evaluations available</td>
</tr>
<tr>
<td>Nov 24 - Nov 25</td>
<td>Thanksgiving Holiday, no classes</td>
</tr>
<tr>
<td>Dec 8</td>
<td>Study Day, no classes</td>
</tr>
<tr>
<td>Dec 9 – Dec 15</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>
Required Reading List for Graduate Students in Counseling & Guidance Program

This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list.

As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,
Counseling & Guidance Faculty


This syllabus subject to change in order to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th>Week</th>
<th>Modules/Topics/Activities</th>
<th>Readings/Quizzes</th>
<th>Alignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Modules/Topics/Activities</td>
<td>Readings/Quizzes</td>
<td>Alignments</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------</td>
<td>-----------------</td>
<td>------------</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspects of Project</td>
<td>4 (25 pts)</td>
<td>3 (20 pts)</td>
<td>2 (15 pts)</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Focus/Organization</td>
<td>Responds to the prompt. Generally well-developed ideas or narrative. Logical flow of ideas or events. Strong opening that draws in reader and effective closing. Sense of completeness.</td>
<td>Responds to the prompt. Some main points underdeveloped. Ideas may not be in the most effective order. An opening, but not necessarily focused or attention getting; attempt at a closing. Sense of completeness.</td>
<td>Responds partially to the prompt but is off target in some way. Focus on topic not consistently sustained. Some lack of distinction between main ideas and details. Order of ideas not effective. No opening sentence; no attention to closing. Piece seems incomplete.</td>
</tr>
<tr>
<td>Elaboration and Support Style</td>
<td>Each main idea supported by details; narrative brought to life</td>
<td>Each main idea supported by details, but details in some</td>
<td>Uneven development;</td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
This syllabus subject to change in order to better meet course objectives per discretion of instructor.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>their experiences</th>
</tr>
</thead>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
## SC PROGRAM PROJECT PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th>Aspects of Project</th>
<th>4 (25 pts)</th>
<th>3 (20 pts)</th>
<th>2 (15 pts)</th>
<th>1 (10 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Material clearly related to topic; content was represented in logical sequence; flowed together well; strong opening and closing</td>
<td>Material mostly related to topic; content was presented in mostly logical sequence; flowed together fairly well; fairly strong opening and closing</td>
<td>Material somewhat related to topic; content was presented in inadequate sequence; flowed together poorly; weak opening or closing</td>
<td>Material unrelated to topic; little to no thought given to sequence of content; repetitive; transitions choppy; lacked opening or closing</td>
</tr>
<tr>
<td><strong>Presentation of Project &amp; Effort</strong></td>
<td>Excellent project appearance. Excellent presentation of material. Evidence of a lot of thought and effort on this project (e.g., excellent handouts with abstract, references, and resources).</td>
<td>Good project appearance. Good presentation of material. Evidence of a good amount of thought and effort on this project (e.g., good handouts with abstract, references, and resources).</td>
<td>Project appearance is average. Average presentation of material. Some thought and some effort was placed on this project (e.g., average handouts with abstract, references, and resources).</td>
<td>Project appearance is poor/inappropriate. Poor presentation of material. Very little thought or no thought given to the presentation of the material; little to no effort was placed on this project.</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong></td>
<td>Poised, clear articulation; proper volume; steady rate of speaking; good eye contact; enthusiastic; confident</td>
<td>Clear articulation but not polished; volume and rate of speaking fluctuated; some eye contact; some enthusiasm and confidence</td>
<td>Some mumbling; volume uneven; little eye contact or enthusiasm</td>
<td>Speaking inaudible or too loud; very little to no eye contact; rate too slow; speaker seemed uninterested</td>
</tr>
<tr>
<td><strong>Evidence of Integration of TEA Comprehensive Developmental School Counseling and Guidance Model and the ASCA National Model</strong></td>
<td>Excellent—provides strong evidence of integration of the Texas Comprehensive Developmental School Counseling and Guidance Model and the ASCA National Model. Extensive elaboration was provided.</td>
<td>Good—provides some evidence of integration of the Texas Comprehensive Developmental School Counseling and Guidance Model and the ASCA National Model. Some elaboration was provided.</td>
<td>Average—provides little evidence of integration of the Texas Comprehensive Developmental School Counseling and Guidance Model and the ASCA National Model. Little elaboration was provided.</td>
<td>Poor—provides very little evidence of integration of the Texas Comprehensive Developmental School Counseling and Guidance Model and the ASCA National Model. No elaboration was provided.</td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
Counseling and Guidance

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
### Counseling and Guidance

<table>
<thead>
<tr>
<th>24 total points</th>
<th>Criteria</th>
<th>0 Non-Performance</th>
<th>1 Basic</th>
<th>2 Proficient</th>
<th>3 Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analyzes existing school district comprehensive developmental school counseling and guidance programs. (3 points)</td>
<td>Fails to analyze existing school district comprehensive developmental school counseling and guidance programs.</td>
<td>Identifies existing school district comprehensive developmental school counseling and guidance programs whose significance is not supported by an analysis of the TEA and ASCA models.</td>
<td>Analyzes the research literature to identify appropriate existing school district comprehensive developmental school counseling and guidance programs supported by an analysis of the TEA and ASCA models.</td>
<td>Analyzes the research literature to identify appropriate existing school district comprehensive developmental school counseling and guidance programs and supports the analysis with extensive applicable references to the TEA and ASCA models.</td>
</tr>
<tr>
<td></td>
<td>Includes structural components including: rationale, mission statement, philosophy, staff assumptions, student/counselor ratio, program assumptions, components, definitions, and student competencies. (3 points)</td>
<td>Fails to include structural components including: rationale, mission statement, philosophy, staff assumptions, student/counselor ratio, program assumptions, components, definitions, and student competencies.</td>
<td>Insufficiently includes structural components including: rationale, mission statement, philosophy, staff assumptions, student/counselor ratio, program assumptions, components, definitions, and student competencies.</td>
<td>Includes structural components including: rationale, mission statement, philosophy, staff assumptions, student/counselor ratio, program assumptions, components, definitions, and student competencies.</td>
<td>Includes exemplary structural components including: rationale, mission statement, philosophy, staff assumptions, student/counselor ratio, program assumptions, components, definitions, and student competencies.</td>
</tr>
<tr>
<td></td>
<td>Includes components as described in the TEA Comprehensive Developmental Model (Guidance Curriculum, Responsive Services, Individual Student Planning, and System Support). (3 points)</td>
<td>Fails to include components as described in the TEA Comprehensive Developmental Model (Guidance Curriculum, Responsive Services, Individual Student Planning, and System Support).</td>
<td>Insufficiently integrates components as described in the TEA Comprehensive Developmental Model (Guidance Curriculum, Responsive Services, Individual Student Planning, and System Support).</td>
<td>Develops a comprehensive developmental school and guidance programs that includes components as described in the TEA Comprehensive Developmental Model (Guidance Curriculum, Responsive Services, Individual Student Planning, and System Support).</td>
<td>Develops an exemplary comprehensive developmental school and guidance programs and supports the analysis with extensive applicable references to the TEA and ASCA models.</td>
</tr>
<tr>
<td></td>
<td>Includes components as described in the ASCA National Model (Foundation, Management, Delivery, and Accountability). (3 points)</td>
<td>Fails to include components as described in the ASCA National Model (Foundation, Management, Delivery, and Accountability).</td>
<td>Describes but does not analyze components as described in the ASCA National Model (Foundation, Management, Delivery, and Accountability) in developing a developmental school and guidance program that is not comprehensive.</td>
<td>Analyzes all relevant components as described in the ASCA National Model (Foundation, Management, Delivery, and Accountability) in developing a comprehensive developmental school and guidance program.</td>
<td>Evaluates all relevant components as described in the ASCA National Model (Foundation, Management, Delivery, and Accountability) in developing a comprehensive developmental school and guidance program.</td>
</tr>
<tr>
<td></td>
<td>Creates an appropriate school district comprehensive developmental school and guidance program. (3 points)</td>
<td>Fails to create an appropriate school district comprehensive developmental school and guidance program.</td>
<td>Creates an insufficient school district comprehensive developmental school and guidance program.</td>
<td>Creates an appropriate school district comprehensive developmental school and guidance program.</td>
<td>Creates an exemplary school district comprehensive developmental school and guidance program.</td>
</tr>
<tr>
<td></td>
<td>Describes counselor position guides and job descriptions, to include time and task analyses, (3 points)</td>
<td>Fails to describe counselor position guides and job descriptions, to include</td>
<td>Insufficiently describes counselor position guides and job descriptions, to include</td>
<td>Describes counselor position guides and job descriptions, to include time and task analyses,</td>
<td>Describes exemplary counselor position guides and job descriptions, to include</td>
</tr>
<tr>
<td>Program Evaluation and Recommendations for Program Improvement (3 points)</td>
<td>Time and Task Analyses, Program Evaluation, and Recommendations for Program Improvement</td>
<td>Time and Task Analyses, Program Evaluation, and Recommendations for Program Improvement</td>
<td>Time and Task Analyses, Program Evaluation, and Recommendations for Program Improvement</td>
<td>Time and Task Analyses, Program Evaluation, and Recommendations for Program Improvement</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Communicates Effectively through Scholarly Writing, Grammar, and APA Style (3 points)</td>
<td>Fails to Communicate Effectively through Scholarly Writing, Grammar, and APA Style</td>
<td>Communicates Somewhat Effectively through Scholarly Writing, Grammar, and APA Style</td>
<td>Communicates Effectively through Scholarly Writing, Grammar, and APA Style</td>
<td>Communicates in an Exemplary Manner through Scholarly Writing, Grammar, and APA Style</td>
<td></td>
</tr>
</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.