

**Texas A&M University – Kingsville**  
**Department of Educational Leadership and Counseling**  
**EDCG 5354 Program Development for School Counselors**  
**(Principles and Practices (3 Semester Hours))**  
**Online Format**  
**2018**

**(Note: This syllabus is subject to revision by the professor)**

Instructor: Karen Furgerson, Ph.D., LPC-S  
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Office Hours: Tuesdays/Wednesdays 2:00pm-6:00pm  
Class schedule: ONLINE

Location: Robert D Rhode Hall

Class 6:00 pm - 8:50 pm

Tuesdays

**Description:** This course is designed to advance the professional competence of the counselor. The course is a study of the design and management of a comprehensive developmental guidance program. The emphasis will be placed on the planning and implementation of a guidance curriculum appropriate for the needs of school age children and youth.

**Rigor Statement:** This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.
- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.

**Required Text:**

Myrick, R. D. (2011). Developmental guidance and counseling: A practical approach (5th Ed.). Minneapolis, MN: Educational Media Corporation.

Texas Education Agency. (2017). A model comprehensive, developmental guidance and counseling program for Texas public schools: A guide for program development Pre-K-12th grade. Austin, TX: Author.

**Blackboard** is used as an important component to this course. **Vital information is published regularly on this site and should be checked regularly.** All information is delivered through Blackboard. All Assignments should be turned in through BlackBoard.

### **Course Requirements and Evaluation (500 total points)**

Students will be expected to participate on a weekly basis in the online environment and in person as scheduled. Online participation constitutes “virtual attendance.” Students will be graded on this weekly online participation as well as the following:

- 1. Participation:** Class participation of a quality and quantity to reflect knowledge of texts and other readings. All assigned activities (in or outside class) will be considered part of this requirement (i.e. role play, video critiques, blogs). Absences will reflect negatively in the grading process. **(100 total points toward final grade)**
- 2. Online Attendance/Discussion Boards.** Each student will provide a) a reaction to the topic posted by the professor and b) a response to at least two other students’ reactions. These reactions will be due by 11:59pm on each Friday for the week we post. Your responses are due by 11:59pm on each Monday following each of the weeks we post. For example: If I post the discussion board topic on Tuesday 1/23, you are to post your reaction by Friday 1/26 and your two student responses by Monday 1/29. **(100 total points toward final grade)**
- 3. Evaluation of School Counseling Program.** Evaluate your current school setting ( or most recent school environment if you are not currently employed in a school) in relation to a comprehensive developmental guidance program as presented in *A model comprehensive, developmental guidance and counseling program for Texas public schools: A guide for program development Pre-K-12<sup>th</sup> grade*. Develop specific recommendations for initiating, maintaining, altering or eliminating practices from the current program. A narrative description of the assessment and recommendations is required. . **(100 total points toward final grade)**
- 4. Final Exam (100 points toward final grade)**  
The exams will be in a multiple choice format. These exams will be taken online through BlackBoard and will be posted during the midterm and final exam weeks posted on the class schedule.

## [Alignment of Program Learning Objectives to National and State Standards](#)

### **2016 CACREP Standards**

#### **Section 5.G. School Counseling**

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

## 1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs

## 2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- 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
- h. common medications that affect learning, behavior, and mood in children and adolescents
- 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
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. . professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

## 3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. . skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students .

**\*The table below should include alignment to standards relevant to the program.**

COURSE OBJECTIVES	PROGRAM SLOs	CACREP STANDARDS
1. Students will analyze the Texas Program Development Guide and identify the process of development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learner’s knowledge, skills, motivation, and personal growth	<b>SLO 2.1</b>	5.G.1.a.,b 5.G.2.a.,b.,c.,d.,e.,f.,g.h.,i.,j 5.G.3.a.,b., c.,d.,e.,f.,g.,h.,i.,j.,k.,l.,m. n.o
2. Students will be able to design and evaluate a developmental guidance program including counseling services that promotes all students’ success.	<b>SLO 2.1</b>	5.G.3.a.,b., c.,d.,e.,f.,g.,h.,i.,j.,k.,l.,m. n.o
3. Students will Recognize and respond to ethical and legal concerns applicable to the practice of school counseling	<b>SLO 2.1</b>	5.G.2.l.,m.,n.
4. Students will identify school guidance in-service training appropriate to assist other professionals, parents, and the community to enhance collaborative relationships	<b>SLO 2.1</b>	5.G.2.d.,e.,f.,g.,h.,i.,j.,k.,l.
5. Students will be able to develop school counseling programs based on needs assessment and evaluate existing programs	<b>SLO 2.1</b>	5.G.3.a.,b.,c.,d.,e.,f.,g.,h.,i.,j.,k.,l.,m.,n.o

Activity	Program SLOs	Course Objectives	CACREP Outcomes Assessed	Points toward Final Grade
<b>Participation: Assigned activities, in or outside class , attendance</b>	SLO 2.1	1,2,3,4,5,6	5.G.2.a.,b.,c.,d.,e.,f., g.,k., l.,m.,n. 5.G.3.c.,d.,e.,f.,g.,h.,i .j.,k.,l.,m.	<b>A total of 100 Pass/fail</b>
<b>Blackboard Discussion Boards: 1) Reading and posting reactions on Discussion Boards 2) Posting responses to two classmate reactions</b>	SLO 2.1	1,2,3,4,5,6	5.G.2.a.,b.,c.,d.,e.,f., g.,k., l.,m.,n. 5.G.3.c.,d.,e.,f.,g.,h.,i .j.,k.,l.,m.	<b>A total of 100</b>
<b>Program Evaluation</b>	SLO 2.1	3,4,5,6	5.G.1.b 5.G.2.a.,b.,c.,d 5.G.3.a.,b.,c.,d.,n.,o.	<b>100</b>
<b>Final Exam</b>	SLO 2.1	1,2,3,4,5,6	5.G.1.a.,b 5.G.2.a.,b.,c.,d.,e.,f., g.h.,i.,j 5.G.3.a.,b.,c.,d.,e.,f., g.,h.,i.,j.,k.,l.,m.,n.o	<b>100</b>

### Grading

- A = 450-500 points
- B = 400-449 points
- C = 350-399 points

**Late or missing work:** It is the responsibility of the student to contact the professor if work is expected to be turned in late. Missing work will be given a “0” for grading until the student can submit the work or work out an alternative with the professor. Reasons for late or missing work must be valid and reviewed by the professor of record.

## Class Schedule & Content Outline

<b>Classes</b>	<b>Readings</b>	<b>Topics Covered</b>	<b>Assignments/ Discussion Boards</b>
#1 Online	Chapter 1	Evolution of Comprehensive Guidance and Counseling Programs	DB1
#2 Online	Chapters 2	Getting Organized to Get There From Where You Are	DB 2
	Chapter 3	Theoretical Foundations and Organizational Structure	DB 3
#3 Online	Chapter 4	Assessing Your Current Guidance and Counseling Program	DB 4
#4 Online	Chapter 5	Designing Your Comprehensive Guidance and Counseling Program	DB 5
	Chapter 6	Planning Your Transition to a Comprehensive Guidance and Counseling Program	DB 6
#5 Online	Chapter 7	Making Your Transition to a Comprehensive Guidance and Counseling Program	DB 7
#6 Online	Chapter 8	Managing Your New Program	DB 8
	Chapter 9	Ensuring School Counselor Competency	DB 9
#7 Online	Chapter 10	Evaluating Your Comprehensive Guidance and Counseling Program, Its Personnel, and Its Results	DB 10
#8 Online	Chapter 11	Enhancing Your Comprehensive Guidance and Counseling Program on the Basis of Needs and Evaluation Data	DB11  Program evaluation due
#9 Online	PowerPoint Presentation	Self-Care	
#10 Online		<b>Final Exam</b>	

## UNIVERSITY POLICIES

### **\*Six Drop Policy:**

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at [http://www.tamuk.edu/registrar/drop\\_policy.html](http://www.tamuk.edu/registrar/drop_policy.html).

### **\*Students with Disabilities**

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 disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

**\*Classroom Conduct Expectations** Students are referred to the *Student Code of Conduct* section of the [Student Handbook](http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf) ([http://www.tamuk.edu/dean/dean\\_files/studenthandbook.pdf](http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf)).

Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for respect and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

### **\*Academic Misconduct**

Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University disciplinary procedures. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the professor on assignments or examinations. Using unauthorized notes or study aids; allowing another party to do one's work/exam and turning in that work/exam as one's own; getting help from another party without the instructor's consent; submitting the same or similar work in more than one course without permission from the course instructors.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one's own work also constitutes plagiarism. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: an attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Other forms of academic misconduct include but are not limited to:

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.



7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

<http://libguides.tamuk.edu/content.php?pid=161899&sid=2259633>

**\*Harassment/Discrimination**

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment or unlawful discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

*The following needs to be added ONLY on syllabi for classes that may involve a circumstance that could be harmful to an unborn child:*

Any pregnant students, or students planning to become pregnant, should consult their health care provider to determine what, if any, additional precautions are needed, based on their individual situation. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to begin when it can be most effective, and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do provide notification, so appropriate steps can be taken to ensure the health of both parent and child. To communicate health circumstances or to request additional information, please contact Karen Royal, Director of Compliance at karen.royal@tamuk.edu or (361) 593-4758.

Each Section of the Program Evaluation is Graded Using the Following Criteria:  
**Grading Rubric Program Evaluation**

<b>CRITERIA</b>	<b>POOR (79 &amp; below)</b>	<b>GOOD (80 – 89)</b>	<b>EXCELLENT (90 – 100)</b>
<b>Format/Layout (15%)</b> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Presentation</li> <li>• Followed requirements <i>noted in Syllabus i.e. Length, APA Style</i></li> </ul>	<ul style="list-style-type: none"> <li>• Poor use of format and layout</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the time followed format requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Closely followed all requirements</li> </ul>
<b>Content (50%)</b> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Introduction to Program being evaluated (size of school, # of counselors, avg. SES of students, rural or urban)</li> <li>• Discussion of comparison of identified program to standards in Texas Model Guide (Program components, roles and responsibilities of counselor, formative evaluation of program)</li> <li>• recommendations</li> <li>• conclusion</li> <li>• references</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of program incomplete or not adequately described</li> <li>• Discussion comparison of identified program to standards in Texas Model Guide is incomplete or not adequately described</li> <li>• No recommendations are made or are addressed incorrectly or insufficiently</li> <li>• Information provided not necessary for the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of program is adequate</li> <li>• Discussion comparison of identified program to standards in Texas Model Guide most part is sufficient</li> <li>• Adequate recommendations are made and are relevant</li> <li>• Information provided for the most part is relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and sufficient introduction to program being evaluated, thoroughly described all aspects</li> <li>• Discussion comparison of identified program to standards in Texas Model Guide is thorough and detailed</li> <li>• Recommendations are made and sufficiently relevant and described thoroughly</li> <li>• Information provided for the is relevant</li> </ul>
<b>Quality of Writing (20%)</b> <ul style="list-style-type: none"> <li>• Clarity of sentences &amp; paragraphs</li> <li>• No errors in spelling, grammar</li> <li>• Good use of English</li> <li>• Organization of ideas/coherent</li> </ul>	<ul style="list-style-type: none"> <li>• Not well written</li> <li>• Many spelling errors</li> <li>• Many grammar errors</li> <li>• Poor use of English</li> <li>• Incoherent</li> <li>• Lacks clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Well written for the most part</li> <li>• Minimal spelling, grammar errors</li> <li>• Minimal English errors</li> <li>• For the most part organized well and coherent</li> </ul>	<ul style="list-style-type: none"> <li>• Well written from cover to cover</li> <li>• No spelling, grammar, or use of English errors</li> <li>• Coherent, clear, and well organized</li> </ul>
<b>References (15%)</b> <ul style="list-style-type: none"> <li>• Good use of references</li> <li>• Scholarly level</li> <li>• Used effective in the narrative</li> <li>• APA style in reference list &amp; citations</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Wikipedia</li> <li>• Not cited correctly</li> <li>• Not listed using APA style</li> <li>• Not scholarly</li> <li>• Not relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Most references used relevant to the topic</li> <li>• Most are scholarly</li> <li>• For the most part used effectively, cited well</li> </ul>	<ul style="list-style-type: none"> <li>• All references relevant</li> <li>• All references scholarly</li> <li>• All references used, cited, and listed effectively</li> </ul>

		<ul style="list-style-type: none"> <li>• Correct use of APA style in listing references</li> </ul>	
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## DB Reaction Rubric

### **Superior (90-100% of the assigned points): 27-30 points (a minimum of 10 sentences)**

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

### **Sufficient (80-89% of the assigned points): 24-26 points (a minimum of 10 sentences)**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

### **Minimal (70-79% of the assigned points): 21-23 points (a minimum of 10 sentences)**

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

### **Inadequate (60-69% of the assigned points): 18-20 points**

#### **No credit will be awarded if some or all of the following conditions apply:**

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.

- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; and/or APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

## DB Response Rubric

### **Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

### **Sufficient (8 points) (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

### **Minimal (7 points) (a minimum of three sentences per post; a minimum of two peer responses)**

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

### **Inadequate (6 Points)**

#### **No credit will be awarded if some or all of the following conditions apply:**

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.

