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
Summer 2021
(Note: This syllabus is subject to revision by the professor)

Instructor: Karen Furgerson, Ph.D., LPC-S
Office: Rhode Hall, # 132
Phone: 361-593-3015
E-mail address: Karen.furgerson@tamuk.edu
Office Hours: Wednesdays 2:00pm-5:00pm
Class schedule: ONLINE

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:

Stone, C.B. & Dahir, C. (2016). The transformed school counselor (3rd Ed.). Boston, MA: Cengage.

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. **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)**

2. **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-12th 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)**

3.**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	SLO	ACTIVITY	MEASUREMENT	CACREP
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	2	**Present PowerPoints for Required Readings:** *Stone & Dahir* Chapter 1 Working in Today's Schools Chapter 3 Counseling Practice in schools Chapter 8 Accountability and Dara-Driven Decision Making *Model Guide* Introduction: - The Purpose of the Texas Model - The History of the Texas Model Section I Responsibilities of School Counselors and Other Staff in Comprehensive School Counseling Programs Section II: Program Implementation Cycle - Organizing - Planning - Designing - Implementing - Evaluating Section III: Foundational Components - Mission Statement - Program Definition	**Blackboard scenario reactions associated with articles, presentations and chapters (See appendix for grading rubrics.)** **Evaluation of School Counseling Program (See appendix for grading rubric.)** **Final Exam Score**	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 5.G.2.e. school counselor roles

		- Program Rationale - Program Assumptions - Program Goals - Desired Program Design Priorities - Program Evaluation Section IV: Four Service Delivery Components Detailed Description of Service Delivery Components - Guidance Curriculum - Responsive Services - Individual Planning - System Support - Overview of the Four Service Delivery Components - Non-Counseling Duties - Program Balance Section V: Program Curriculum - Program Curriculum Scope - Program Curriculum Sequence - Student Goals and Competencies *Content Area:* Intrapersonal Effectiveness *Content Area:* Interpersonal Effectiveness		and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma 5.G.2.f. competencies to advocate for school counseling roles 5.G.2.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.3.a. development of school counseling program mission statements and objectives 5.G.3.b., design and evaluation of

		Content Area: Post-secondary Planning & Career Readiness *Content Area:* Personal Health & Safety **Present articles:** Gysbers & Henderson Article**:** *Comprehensive Guidance and Counseling Program Evaluation: Program +Personnel=Results* ASCA article: ASCA School Counselor Competencies **Present PowerPoint Lessons:** Designing a Comprehensive School Counseling Program Managing the School Counseling Program **Complete the following assignment:** 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-12th grade*. Develop specific		school counseling programs 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 5.G.3.n. use of accountability data to inform decision making 5.G.3.i. approaches to increase promotion and graduation rates 5.G.3.j. interventions to promote college and career readiness

| | | recommendations for initiating, maintaining, altering or eliminating practices from the current program. A narrative description of the assessment and recommendations is required.

In the discussion board forum, respond to the following:
Stone and Dahir (2016) stated, "Acting as agents of school and community change, school counselors can create a climate where access and support for quality and rigor is the norm." (p.15)

What challenges might you as a school counselor encounter in attempting to create change within an established program and how could you address such challenges?

What are the key elements of a comprehensive program?

Explain and discuss the role of the school counselor in coordinating a school counseling program

Whom would you choose to be members | | |
| --- | --- | --- | --- | --- |

		of your Advisory Council (refer to the article; i.e. principal, teacher, parents, members of the community, business people etc.)? Why would you choose those particular people? Explain how you will implement the elements of a comprehensive school counseling program Discuss the role of accountability within the program evaluation process. How can accountability be assessed? How can the information concerning accountability be addressed when modifying a program based on the evaluation? Design a Mission Statement and Program goals for a Comprehensive Developmental Guidance and Counseling Program (be specific to an elementary, middle, or high school setting)Include the Content areas from the Model Guide (*Content Area: Intrapersonal Effectiveness*		

		Content Area: Interpersonal Effectiveness *Content Area:* Post-secondary Planning & Career Readiness *Content Area*: Personal Health & Safety) and how you will address each area **Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion boards.** **Post two peer responses to enhance group discussions.**		
2. Students will be able to design and evaluate a developmental guidance program including counseling services that promotes all students' success.	2	**Present PowerPoints for Required Readings:** *Model Guide* Section I Responsibilities of School Counselors and Other Staff in Comprehensive School Counseling Programs Section II: Program Implementation Cycle - Organizing - Planning - Designing - Implementing - Evaluating Section III:	**Blackboard scenario reactions associated with articles, presentations and chapters (See appendix for grading rubrics.)** **Evaluation of School Counseling Program (See appendix for**	5.G.2.a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools 5.G.2.j qualities and styles of effective leadership in schools 5.G.2.b. school counselor roles

| | | Foundational Components
- Mission Statement
- Program Definition
- Program Rationale
- Program Assumptions
- Program Goals
- Desired Program Design Priorities
- Program Evaluation

Section IV:
Four Service Delivery Components
Detailed Description of Service Delivery Components
- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support
- Overview of the Four Service Delivery Components
- Non-Counseling Duties
- Program Balance
Section V:
Program Curriculum
- Program Curriculum Scope
- Program Curriculum Sequence
- Student Goals and Competencies | **grading rubric.)**

Final Exam Score | 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

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

5.G.3.a. development of school counseling program mission statements and objectives |

		Content Area: Intrapersonal Effectiveness *Content Area:* Interpersonal Effectiveness *Content Area:* Post-secondary Planning & Career Readiness *Content Area:* Personal Health & Safety **Present articles:** Gysbers & Henderson Article**:** *Comprehensive Guidance and Counseling Program Evaluation: Program +Personnel=Results* ASCA article: *ASCA School Counselor Competencies* **Present PowerPoint Lessons:** Designing a Comprehensive School Counseling Program Managing the School Counseling Program **Complete the following assignment:** 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,		5.G.3.b., design and evaluation of school counseling programs 5.G.3.l. techniques to foster collaboration and teamwork within schools 5.G.3.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

| | | developmental guidance and counseling program for Texas public schools: A guide for program development Pre-K-12th 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.

In the discussion board forum, respond to the following:

Design a Mission Statement and Program goals for a Comprehensive Developmental Guidance and Counseling Program (be specific to an elementary, middle, or high school setting)

Stone and Dahir (2016) stated, "Acting as agents of school and community change, school counselors can create a climate where access and support for quality and rigor is the norm." (p.15)

What challenges might you as a school counselor encounter in attempting to create change within an established program and | | |

| | | how could you address such challenges?

What are the key elements of a comprehensive program?

Explain and discuss the role of the school counselor in coordinating a school counseling program

Whom would you choose to be members of your Advisory Council (refer to the article; i.e. principal, teacher, parents, members of the community, business people etc.)? Why would you choose those particular people?

Explain how you will implement the elements of a comprehensive school counseling program

Discuss the school counselor's role in gathering, interpreting, and presenting assessment and testing data.

Discuss the role of accountability within the program evaluation process. How can accountability be assessed? How can the information concerning | | |

		accountability be addressed when modifying a program based on the evaluation?

Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion boards.

Post two peer responses to enhance group discussions. | | |
| 3. Students will Recognize and respond to ethical and legal concerns applicable to the practice of school counseling | 2 | **Present PowerPoints for Required Readings:**
Stone & Dahir
Chapter 6
Legal and Ethical Issues for School Counselors
Chapter 3
Counseling Practice in schools
Model Guide
Introduction
- Code of Ethics
- Statutory and Regulatory Requirements Related to School Counseling

In the discussion board forum, respond to the following:
Discuss privacy, confidentiality, and privileged communication as it pertains to school counselors specifically | **Blackboard scenario reactions associated with articles, presentations and chapters (See appendix for grading rubrics.)**

Evaluation of School Counseling Program (See appendix for grading rubric.)

Final Exam Score | 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 |

		Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion boards. **Post two peer responses to enhance group discussions.**		
4. Students will identify school guidance in-service training appropriate to assist other professionals, parents, and the community to enhance collaborative relationships	2	**Present PowerPoints for Required Readings:** ***Stone & Dahir*** Chapter 8 Accountability and Data-Driven Decision Making Chapter 13 School Counselors as Coordinators, Collaborators, and Managers ***Model Guide*** Section V: Program Curriculum - Program Curriculum Scope - Program Curriculum Sequence - Student Goals and Competencies *Content Area:* Intrapersonal Effectiveness *Content Area:* Interpersonal Effectiveness *Content Area:* Post-secondary	**Blackboard scenario reactions associated with articles, presentations and chapters (See appendix for grading rubrics.)** **Evaluation of School Counseling Program (See appendix for grading rubric.)** **Final Exam Score**	5.G.1.e. assessments specific to P-12 ed 5.G.2.d. school counselor roles in school leadership and multi-disciplinary 5.G.2.f. competencies to advocate for school counseling roles 5.G.2.h. common medications that affect learning, behavior, and mood in children and adolescents 5.G.2.j

		Planning & Career Readiness *Content Area:* Personal Health & Safety		qualities and styles of effective leadership in schools.
		Present articles: Gysbers & Henderson Article**:** *Comprehensive Guidance and Counseling Program Evaluation: Program +Personnel=Results* ASCA article: *ASCA School Counselor Competencies* **In the discussion board forum, respond to the following:** Identify and discuss ways to encourage parents, faculty, staff, and the community members to become invested in the counseling program and student success. Describe the counselor's leadership role in this process. Stone and Dahir (2016) stated, "Acting as agents of school and community change, school counselors can create a climate where access and support for quality and rigor is the norm." (p.15) What challenges might you as a school counselor encounter in attempting to create change within		5.G.2.k. community resources and referral sources 5.G.3.d., interventions to promote academic development 5.G.3.g. strategies to facilitate school and postsecondary transitions 5.G.3.l. techniques to foster collaboration and teamwork within schools

| | | an established program and how could you address such challenges?

Identify and discuss school environment concerns facing educators today and how you can build referral resources to address issues (i.e. local medical doctors to advise about medications and health issues, local psychologists and counselors, CPS workers, businesses to provide career information, colleges and universities liaisons and advisors)

Whom would you choose to be members of your Advisory Council (refer to the article; i.e. principal, teacher, parents, members of the community, business people, etc.)? Why would you choose those particular people?

Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion boards.

Post two peer responses to enhance group discussions. | | |

| 5. Students will be able to develop school counseling programs based on needs assessment and evaluate existing programs | 2 | **Present PowerPoints for Required Readings:**
 Stone & Dahir
 Chapter 1
 Working in Today's Schools
 Chapter 3
 Counseling Practice in schools
 Chapter 8
 Accountability and Data-Driven Decision Making
 Chapter 11
 Creating a Safe, Supportive, and Respectful School Culture and Environment
 Chapter 13
 School Counselors as Coordinators, Collaborators, and Managers

 Model Guide
 Section II:
 Program Implementation Cycle
 - Organizing
 - Planning
 - Designing
 - Implementing
 - Evaluating
 Section III:
 Foundational Components
 - Mission Statement
 - Program Definition
 - Program Rationale
 - Program Assumptions
 - Program Goals
 - Desired Program Design Priorities | **Blackboard scenario reactions associated with articles, presentations and chapters (See appendix for grading rubrics.)**

 Evaluation of School Counseling Program (See appendix for grading rubric.)

 Final Exam Score | 5.G.3.b., design and evaluation of school counseling programs

 5.G.3.n. use of accountability data to inform decision making |

		- Program Evaluation **Present PowerPoint Lessons:** Designing a Comprehensive School Counseling Program Managing the School Counseling Program **In the discussion board forum, respond to the following:** Discuss the school counselor's role in gathering, interpreting, and presenting assessment and testing data. Discuss the role of accountability within the program evaluation process. How can accountability be assessed? How can the information concerning accountability be addressed when modifying a program based on the evaluation? According to ASCA, "School counselors should be accountable for the results of the school counseling program," Discuss how you can demonstrate or report your accountability for the program standards.		

Activity	Program SLOs	Course Objectives		CACREP Outcomes Assessed		Points toward Final Grade

		Discuss the necessity for developing and conducting a needs assessment and its function within both formative and summative evaluation.				

Activity	Program SLOs	Course Objectives	CACREP Outcomes Assessed	Points toward Final Grade
Blackboard Discussion Boards: **1) Reading and posting reactions on Discussion Boards** **2) Posting responses to two classmate reactions**	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.	**A total of 100**
Program Evaluation	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.	**100**
Final Exam	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	**100**

Grading

> A = 270-300 points
> B = 240-269 points
> C = 210-239 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

Class Schedule & Content Outline

Date	Readings	Topics Covered	Assignments/ Discussion Boards	
#1 5/28	**Stone & Dahir** <u>Chapter 1</u> Working in Today's Schools <u>Chapter 2</u> Counseling Theory in Schools **Model Guide** Introduction - The Purpose of the Texas Model - The History of the Texas Model - Statutory and Regulatory Requirements Related to School Counseling - For Whom the Texas Model is Intended - What is Included in the Texas Model - Rationale for the Texas Model - Definition - Assumptions of the Texas Model	Introduction	DB1	
#2 5/30	**Stone & Dahir** <u>Chapter 6</u> Legal and Ethical Issues for School Counselors <u>Chapter 3</u> Counseling Practice in schools **Model Guide** <u>Introduction</u> - Code of Ethics	Ethics	DB 2 DB 3	
#3 6/4	**Model Guide** <u>Section I</u> Responsibilities of School Counselors and Other Staff in Comprehensive School Counseling Programs **Gysbers & Henderson Article:**	Assessing Your Current Guidance and Counseling Program	DB 4	

	Comprehensive Gidance and Counseling Program Evaluation: Program +Personnel=Results		
#4 6/6 Online	**Stone & Dahir** <u>Chapter 8</u> Accountability and Dara-Driven Decision Making **Model Guide** <u>Section II:</u> Program Implementation Cycle	Implementing the ASCA National Model	DB 5
#5 6/11	**Stone & Dahir** <u>Chapter 11</u> Creating a Safe, Supportive, and Respectful School Culture and Environment <u>Chapter 13</u> School Counselors as Coordinators, Collaborators, and Managers **Model Guide**		DB 6 DB 7
#6 6/13	**Presentations:** Designing a Comprehensive School Counseling Program Managing the School Counseling Program **Model Guide** <u>Section III:</u> Foundational Components	Managing Your New Program	DB 8
#7 6/18	**Model Guide** <u>Section IV:</u> Four Service Delivery Components	Delivery Components	DB 9
#8 6/20	**Model Guide** <u>Section V:</u> Program Curriculum	What should a comprehensive	

		developmental guidance program look like?		
#9 6/25	***ASCA Article:*** ASCA School Counselor Competencies article	Ensuring School Counselor Competency	DB 10	
#10 6/27	***Stone & Dahir*** Chapter 15 Transitioning into the Field of School Counseling ***PowerPoint Presentation:*** Self-Care	Planning for Success as a school counselor Self-Care	Program evaluation due	

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.

*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](student handbook) (student handbook).

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.

*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

CRITERIA	POOR (79 & below)	GOOD (80 – 89)	EXCELLENT (90 – 100)
Format/Layout (15%) • Structure • Presentation • Followed requirements *noted in Syllabus i.e. Length, APA Style*	• Poor use of format and layout	• Most of the time followed format requirements	• Closely followed all requirements
Content (50%) • Title page • Introduction to Program being evaluated (size of school, # of	• Introduction of program incomplete or not adequately describedDiscussion comparison of identified program to standards in	• Introduction of program is adequate • Discussion comparison of identified program	• Complete and sufficient introduction to program being evaluated, thoroughly described all aspects

CRITERIA	POOR (79 & below)	GOOD (80 – 89)	EXCELLENT (90 – 100)
counselors, avg. SES of students, rural or urban) • Discussion of comparison of identified program to standards in Texas Model Guide (Program components, roles and responsibilities of counselor, formative evaluation of program) • recommendations • conclusion • references	Texas Model Guide is incomplete or not adequately described • No recommendation are made or are addressed incorrectly or insufficiently • Information provided not necessary for the topic	to standards in Texas Model Guide most part is sufficient • Adequate recommendations are made and are relevant • Information provided for the most part is relevant	• • Discussion comparison of identified program to standards in Texas Model Guide is thorough and detailedRecommendations are made and sufficiently relevant and described thoroughly • Information provided for the is relevant
Quality of Writing (20%) • Clarity of sentences & paragraphs • No errors in spelling, grammar • Good use of English • Organization of ideas/coherent	• Not well written • Many spelling errors • Many grammar errors • Poor use of English • Incoherent • Lacks clarity	• Well written for the most part • Minimal spelling, grammar errors • Minimal English errors • For the most part organized well and coherent	• Well written from cover to cover • No spelling, grammar, or use of English errors • Coherent, clear, and well organized
References (15%) • Good use of references • Scholarly level • Used effective in the narrative • APA style in reference list & citations	• Use of Wikipedia • Not cited correctly • Not listed using APA style • Not scholarly • Not relevant	• Most references used relevant to the topic • Most are scholarly • For the most part used effectively, cited well • Correct use of APA style in listing references	• All references relevant • All references scholarly • All references used, cited, and listed effectively

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; <mark>a minimum of two peer responses</mark>)
- 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; <mark>a minimum of two peer responses</mark>)
- 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; <mark>a minimum of two peer responses</mark>)
- 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.