Texas A&M University – Kingsville
Department of Educational Leadership and Counseling
EDCG 5358 School Counseling Techniques (3 Semester Hours)
Online/ Format
Summer 2021
(Note: This syllabus is subject to revision by the professor)

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Office Hours: 2:00-5:00 Wednesday
Class schedule: ONLINE
Location: Robert D Rhode Hall

Description: This course is designed to provide students with an examination of the profession of school counseling. It will include examination of the philosophy, history, and current trends in school counseling and in education, as well as investigating the concept of developmental counseling programs for P-12 students and the national model and standards for school counseling programs. Legal and ethical issues will also be discussed

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:

Davis, T.E. (2015). Exploring school counseling (2nd ed.) Samford, CT: Cengage. (ISBN#13: 9781285736167)

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 the primary delivery method for this course. Vital information is published regularly on this site and should be checked regularly. Presentations, class assignments, exams and course information and bulletins will be posted on the BlackBoard page for this course. All assignments will be posted to the BlackBoard page and exams will be taken through this page.

Course Requirements and Evaluation (400 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. Developmental Guidance Unit: Each student will develop a 15-30 minute developmental guidance presenting a topic that could be used in a classroom and adheres to the ASCA curriculum. You may choose to present an elementary, middle school, or high school lesson. The lesson should be developmentally appropriate for the level chosen. The lessons will be presented through BlackBoard Collaborate to your colleagues, who will be your "students." You must be prepared exactly as if you were presenting this lesson in a school setting.**(100 total points toward final grade)**

3. Brochure: For this assignment you will create a trifold brochure for your School's Counseling program. Rely on the information in the presentations as well as the Program Guide to help you with this assignment. The brochure should be appropriate for the School level (High School, Middle School, or Elementary School). Include items that you think both students and their parents should know about the counselor and the counseling program. **(50 total points toward final grade)**
Your brochure should include (but is not limited to) all of the following:

- A statement that "Developmental Counseling and Guidance is for ALL Students."
- Your name and Contact information
- The role of the school counselor
- The 4 components of a developmental counseling and guidance program (from the Guide)

4. Schedule: For this assignment, you will create a Schedule of activities for the Counselor for one week that demonstrates a Balanced Time Distribution. The schedule should be based upon the appropriate grade level (High School, Middle School, or Element ary School). Use the Program Guide (the section entitled "Program Balance" beginning on page 22) as a guide for how much time should be spent on each component. Don't forget that you may have crises arise and factor in some "flex time" to attend to the unexpected. The Schedule should be suitable for posting on your office door so that all may see where you are and when you are available **(50 total points toward final grade)**

5.**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

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

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

COURSE OBJECTIVES	**SLO**	ACTIVITY	**MEASUREMENT**	**CACREP**
1. Students will use knowledge of the beliefs and philosophy of professional school counseling to advocate for the educational needs of students and assuring that these needs are addressed at every level of the school experience.	**2**	**Present PowerPoints for Required Readings:** Chapter 1: School Counseling as a Career: A New Chapter in Your Story Chapter 4:The ASCA National Model: Foundation for a Comprehensive School Counseling Program Chapter 5: Direct Student Services: Providing the School Counseling Core Curriculum and Counseling Chapter 6: Indirect Student Services: Consultation, Coordination, and Non-Counseling Roles Chapter 7: The Culturally Competent School Counselor: Supporting Diverse Students and Students with Special Needs	**Blackboard scenario reactions associated with articles, presentations and chapters (See appendix for grading rubrics.)** **Brochure Project** **Schedule Project** **Developmental Guidance Unit** **Final Exam**	2.F.2.c multicultural counseling competencies 5.G.1.a. history and development of school counseling 5.G.1.b models of school counseling programs 5.G.2.a. school counselor roles as leaders, advocates, and systems

		Chapter 11: The School Counselor as Advocate: Taking A Stand, Chapter 12: The School Counselor as Effective Leader **In the discussion board forum, respond to the following:** What did you learn in chapter 1 that either reinforced your decision (or made you question your decision) to become a school counselor? Discuss the history of school counseling and the role of counseling in today's schools How do you think learning has changed for students recently? What is a 21st-century learner to you? (4) Discuss with your colleagues the kinds of issues or concerns that might exist for students in the areas of academic, personal/social, career. Discuss the kinds of school counseling interventions that might address these issues and concerns. **(5)** How can you make activities interactive at each level? Other than the ideas given in chapter 5, how might you make classroom lessons engaging? (6) You are in charge of creating a crisis		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.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 5.G.2.f. competencies to advocate for school counseling roles 5.G.3.c.,

		management program that involves an assembly. How will you coordinate, plan, implement, and evaluate this program? (7) What are potential barriers in working with students and families from different cultures? Consider your own strengths and challenges and how they will impact your interactions with those from a culture other than your own (11) What will make it difficult to advocate for students? (12) It is your first year at a new school. Discuss some ways to show effective leadership as a new staff member with students, teachers, and administrators. **In the blog forum, respond to the following:** Describe your journey toward the path of becoming a school counselor. Relate any experiences, positive or negative that may have impacted your decision to become a school counselor. What are some barriers you would have trouble with when working with resistant parents? **Complete the following assignments:**		core curriculum design, lesson plan development classroom management strategies, and differentiated instructional strategies

		Developmental Guidance Unit: Each student will develop a 15-30 minute developmental guidance presenting a topic that could be used in a classroom and adheres to the ASCA curriculum. You may choose to present an elementary, middle school, or high school lesson. The lesson should be developmentally appropriate for the level chosen. The lessons will be presented through BlackBoard Collaborate to your colleagues, who will be your "students." You must be prepared exactly as if you were presenting this lesson in a school setting. **Schedule:** For this assignment, you will create a Schedule of activities for the Counselor for one week that demonstrates a Balanced Time Distribution. The schedule should be based upon the appropriate grade level (High School, Middle School, or Element ary School). Use the Program Guide (the section entitled "Program Balance" beginning on page 22) as a guide for how much time should be spent on each component. Don't forget that you may have crises arise and factor in some "flex time" to attend to the unexpected. The Schedule should be suitable for posting on your office door so that all may see where you are and when you are available		

2. Students will demonstrate understanding of the professional role and identity of the school counselor and articulate the need for advocacy for the profession itself.	**SLO 2**	**Present PowerPoints for Required Readings:** Chapter 1: School Counseling as a Career: A New Chapter in Your Story Chapter 3: The School Counselor as Ethical Practitioner: Responsibility to Others, Self, and the Profession, Chapter 10: Getting Results: The Effective School Counselor Chapter 11: The School Counselor as Advocate: Taking A Stand Chapter 14: Becoming a School Counselor: Your Professional and Personal Journey **In the Blog forum, respond to the following:** Is it ethical to tell school staff members confidential information about other students? How much information do you think school counselors should share with other staff members? (10)Imagine that you work in a school district where school counselors are evaluated using a teacher performance evaluation instrument. How might you advocate changing to a more appropriate evaluation for school counselors? Why is it	**Blackboard scenario reactions associated with articles, presentations and chapters (See appendix for grading rubrics.)** **Brochure Project** **Schedule Project** **Developmental Guidance Unit** **Final Exam**	5.G.1.a. history and development of school counseling 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.f. competencies to advocate for school counseling roles 5.G.2.n. legal and ethical considerations specific to school counseling

		important for school counselors to be evaluated differently? (14) Write a draft of a philosophy statement 11) What will make it difficult to advocate for students? Describe your journey toward the path of becoming a school counselor. Relate any experiences, positive or negative that may have impacted your decision to become a school counselor. **In the blog forum, consider the following scenario and respond to the questions:** You are concerned about the seniors in your caseload making a good transition to college life. You know that many students have difficulty adjusting the first year and that you have heard that the national dropout rate for first-year college students is approximately 30%. Students are beginning to receive their letters of acceptance and seem very excited about the independence that comes with leaving high school. There are still three months left before they graduate. (a) How can counseling strategies address these issues? (b) How will you use the dimensions of counseling—classroom guidance, group		5.G.3.j. interventions to promote college and career readiness

		counseling, and individual counseling—in your school setting? (Use the table below to write your responses.) **In the discussion board forum, respond to the following:** What did you learn in chapter 1that either reinforced your decision (or made you question your decision) to become a school counselor? How do you think learning has changed for students recently? What is a 21st-century learner to you? What are some ways you can get involved with your parent volunteers in order to form a relationship with them?		
3. Students will Recognize and respond to ethical and legal concerns applicable to the practice of school counseling	**2**	**Present PowerPoints for Required Readings:** Chapters 2: The School Counselor as Ethical Practitioner: Responsibility to Students Chapter 3: The School Counselor as Ethical Practitioner: Responsibility to Others, Self, and the Profession, Child Abuse Prevention PowerPoint (TEA) **In the Blog forum, respond to the following:** Is it ethical to tell school staff members confidential	**Blackboard scenario reactions associated with articles, presentations and chapters (See appendix for grading rubrics.)** **Brochure Project** **Schedule Project** **Developmental Guidance Unit** **Final Exam**	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.

		information about other students? How much information do you think school counselors should share with other staff members? Consider your personal values and belief system about controversial issues that might arise in schools (e.g. sexual orientation, parental rights for information). What issues do you think might challenge you in terms of your ethical response? What procedures should be used to report suspected child abuse? To whom do you report? How soon should you report?		legal and ethical considerations specific to school counseling 5.G.2.i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
4. Students will plan and demonstrate activities that are relevant to the needs of students in a diverse school population, including demonstration of an understanding of the responsibilities inherent in serving the needs of exceptional children.	**2**	**Present PowerPoints for Required Readings:** Chapter 7: The Culturally Competent School Counselor: Supporting Diverse Students and Students with Special Needs Chapter 8: School Counselor Collaboration with School Personnel, Chapter 9: School Counselor Collaboration with Parents/Guardians, Families, and Community **In the blog forum, respond to the following:** (7)What are potential barriers in working with students and families from	**Blackboard scenario reactions associated with articles, presentations and chapters (See appendix for grading rubrics.)** **Brochure Project** **Schedule Project** **Developmental Guidance Unit** **Final Exam**	2.F.2.c multicultural counseling competencies 5.G.3.f. techniques of personal/social counseling in school settings 5.G.3.l. techniques to foster collaboration and teamwork within schools 5.G.3.i. approaches to increase

		different cultures? Consider your own strengths and challenges and how they will impact your interactions with those from a culture other than your own Please post a short summary of the accountability lesson, including things you may not have known before or with issues that you find particularly useful or may question. **In the discussion board forum, respond to the following:** (7)How can you involve parents in cultural awareness and in helping students feel comfortable at school? **(8)** Being a new school counselor, what are some ways you can establish relationships with your coworkers in the building? What will make it difficult to advocate for students? How would you use your role as an advocate for student success and include community and school resources to address systemic barriers to students' success? **(9)** Discuss how school counselors and community mental health counselors can		promotion and graduation rates

		work together without getting into “turf” issues. **Complete the following assignment:** Create a trifold brochure for your School's Counseling program. Rely on the information in the presentations as well as the Program Guide to help you with this assignment. The brochure should be appropriate for the School level (High School, Middle School, or Elementary School). Include items that you think both students and their parents should know about the counselor and the counseling program. Your brochure should include (but is not limited to) all of the following: • A statement that "Developmental Counseling and Guidance is for ALL Students." • Your name and Contact information • The role of the school counselor • The 4 components of a developmental counseling and guidance program (from the Guide)		

5. Students will plan school counseling activities that integrate into the P-12 school curriculum by systematically providing information and skills training to assist students in maximizing their individual academic, career, and personal/social development.	**2**	Chapter 4:The ASCA National Model: Foundation for a Comprehensive School Counseling Program Chapter 5: Direct Student Services: Providing the School Counseling Core Curriculum and Counseling Chapter 6: Indirect Student Services: Consultation, Coordination, and Non-Counseling Roles Chapter 7: The Culturally Competent School Counselor: Supporting Diverse Students and Students with Special Needs **In the discussion board forum, respond to the following:** (4) Discuss with your colleagues the kinds of issues or concerns that might exist for students in the areas of academic, personal/social, career. Discuss the kinds of school counseling interventions that might address these issues and concerns. **(5)** How can you make activities interactive at each level? Other than the ideas given in chapter 5, how might you make classroom lessons engaging? (6) You are in charge of creating a crisis management program that involves an assembly. How will you coordinate, plan,	**Blackboard scenario reactions associated with articles, presentations and chapters (See appendix for grading rubrics.)** **Brochure Project** **Schedule Project** **Presentation of Developmental Guidance Unit (See appendix for grading rubrics.)** **Final Exam**	5.G.1.c. models of P-12 comprehensive career development 5,G,1.d. models of school-based collaboration and consultation 2.F.2.c multicultural counseling competencies 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.d. interventions to promote academic development 5.G.3.f. techniques of personal/social counseling in school settings 5.G.3.h.

		implement, and evaluate this program? (7) What are potential barriers in working with students and families from different cultures? Consider your own strengths and challenges and how they will impact your interactions with those from a culture other than your own What are some ways you can get involved with your parent volunteers in order to form a relationship with them? **Complete the following assignments:** **Developmental Guidance Unit:** Each student will develop a 15-30 minute developmental guidance presenting a topic that could be used in a classroom and adheres to the ASCA curriculum. You may choose to present an elementary, middle school, or high school lesson. The lesson should be developmentally appropriate for the level chosen. The lessons will be presented through BlackBoard Collaborate to your colleagues, who will be your "students." You must be prepared exactly as if you were presenting this lesson in a school setting. **Schedule Project:** For this assignment, you will create a Schedule of activities for the		skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

		Counselor for one week that demonstrates a Balanced Time Distribution. The schedule should be based upon the appropriate grade level (High School, Middle School, or Element ary School). Use the Program Guide (the section entitled "Program Balance" beginning on page 22) as a guide for how much time should be spent on each component. Don't forget that you may have crises arise and factor in some "flex time" to attend to the unexpected. The Schedule should be suitable for posting on your office door so that all may see where you are and when you are available		
6. Students will use developmental approaches in individual, small-group, and classroom counseling activities that take into account any issues affecting the development and functioning of students.	**2**	**Present PowerPoints for Required Readings:** Chapter 4:The ASCA National Model: Foundation for a Comprehensive School Counseling Program Chapter 5: Direct Student Services: Providing the School Counseling Core Curriculum and Counseling Chapter 7: The Culturally Competent School Counselor: Supporting Diverse Students and Students with Special Needs **In the discussion board forum, respond to the following:** (4) Discuss with your colleagues the kinds of issues or concerns that might exist	**Blackboard scenario reactions associated with articles, presentations and chapters (See appendix for grading rubrics.)** **Brochure Project** **Schedule Project** **Developmental Guidance Unit** **Final Exam**	2.F.2.c multicultural counseling competencies 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.

		for students in the areas of academic, personal/social,career. Discuss the kinds of school counseling interventions that might address these issues and concerns. **(5)** How can you make activities interactive at each level? Other than the ideas given in chapter 5, how might you make classroom lessons engaging? (6) You are in charge of creating a crisis management program that involves an assembly. How will you coordinate, plan, implement, and evaluate this program? (7) What are potential barriers in working with students and families from different cultures? Consider your own strengths and challenges and how they will impact your interactions with those from a culture other than your own Which assessment instruments would be appropriate to assess aptitude, achievement, personality, work values, and interests, including computer-assisted versions and other alternate formats? How to they contribute to enhance academic development,		use of developmentally appropriate career counseling interventions and assessments 5.G.3.f. techniques of personal/social counseling in school settings 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.o use of data to advocate for programs and students

		personal developmnt, and career development? **Complete the following assignment:** **Developmental Guidance Unit:** Each student will develop a 15-30 minute developmental guidance presenting a topic that could be used in a classroom and adheres to the ASCA curriculum. You may choose to present an elementary, middle school, or high school lesson. The lesson should be developmentally appropriate for the level chosen. The lessons will be presented through BlackBoard Collaborate to your colleagues, who will be your "students." You must be prepared exactly as if you were presenting this lesson in a school setting.		

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**
Brochure Project	SLO 2.1	3,4,5	5.G.1.,b 5.G.2.a,d.,f.	**50**

Activity	Program SLOs	Course Objectives	CACREP Outcomes Assessed	Points toward Final Grade
			5.G.3.c.,d.,	
Schedule Project	SLO 2.1	3,4,5	5.G.1.,b 5.G.2.a,d.,f. 5.G.3.c.,d.,	**50**
Developmental Guidance Unit	SLO 2.1	3,4,5,6	2.F.3.g, m, d; 5.C.2.f; 5.C.2.a	**100**
Final Exam	SLO 2.1	1,2,3,4,5,6		**100**

Grading

A = 400-360 points
B = 359-320 points
C = 319-280 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.
REQUIREMENTS OF THE COURSE: Students must demonstrate:

- A command of communication skills which permit online and face to face discussions which are clear and precise.
- Evidence of online class preparation which permits active participation during class discussions.
- Research skills which enable preparation for class sessions and assignments.
- Readiness to participate in online class discussions and activities.
- A full understanding of the intensity and magnitude of this subject. Some class sessions may be very intense and evoke a multiplicity of emotions.
- **ATTENDANCE AND CLASS PARTICIPATION:** Successful performance in this class requires all students to attend class in an in-person and virtual manner as scheduled.
- **Class Schedule & Content Outline Class Schedule & Content Outline**

Classes	Readings	Topic Covered	Assignments/ Discussion Boards
Week #1 Online	Chapter 1: School Counseling as a Career: A New Chapter in Your Story	School Counseling as a career	Blog/Discussion boards for chapters

Classes	**Readings**	**Topic Covered**	**Assignments/ Discussion Boards**
	Chapters 2: The School Counselor as Ethical Practitioner: Responsibility to Students Chapter 3: The School Counselor as Ethical Practitioner: Responsibility to Others, Self, and the Profession,	Ethical Practitioner	Blog/Discussion boards for chapters
Week #2 Online	Chapter 4:The ASCA National Model: Foundation for a Comprehensive School Counseling Program Chapter 5: Direct Student Services: Providing the School Counseling Core Curriculum and Counseling	ASCA Model	Blog/Discussion boards for chapters
	Chapter 6: Indirect Student Services: Consultation, Coordination, and Non-Counseling Roles Chapter 7: The Culturally Competent School Counselor: Supporting Diverse Students and Students with Special Needs	Student Services	Blog/Discussion boards for chapters

Classes	**Readings**	**Topic Covered**	**Assignments/ Discussion Boards**
Week #3 Online	Chapter 10: Getting Results: The Effective School Counselor Chapter 11: The School Counselor as Advocate: Taking A Stand, Chapter 12: The School Counselor as Effective Leader	The effective school counselor	Blog/Discussion boards for chapters
	Chapter 8: School Counselor Collaboration with School Personnel, Chapter 9: School Counselor Collaboration with Parents/Guardians, Families, and Community	Collaboration	Blog/Discussion boards for chapters
Week #4 Online	Chapter 13: The School Counselor as Responsive Leader: School Violence Prevention and Crisis Intervention, Chapter 14: Becoming a School Counselor: Your Professional and Personal Journey	Violence and Crisis prevention	Blog/Discussion boards for chapters
Week #5 Online	Presentations through blackboard collaborate ultra	Presentations of Guidance Lessons	
		Final Exam	

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 (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.

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 Developmental Guidance Lesson is Graded Using the Following Criteria:

Grading Rubric for Developmental Guidance Lesson-

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 (65%) - Organization of materials presented	- Materials organized poorly - Materials not developmentally	- Materials organized adequately for clarity	- Materials organized sufficiently that lesson

CRITERIA	POOR (79 & below)	GOOD (80 – 89)	EXCELLENT (90 – 100)
- Developmentally appropriate materials for level of lesson - Interactive component to engage students with lesson - Lesson complies with ASCA model of Developmental Guidance components - Delivery of Lesson	appropriate for level of lesson - No interactive component included to engage students - Does not comply with ASCA model - Poor delivery of lesson	- Materials adequately appropriate for developmental level of lesson - Adequate interactive component to engage students - Adequate delivery of lesson	flows logically - Materials sufficiently appropriate for developmental level of lesson - Sufficient and creative interactive component to engaige students - Sufficient and creative delivery of lesson
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
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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.