

University of North Texas at Dallas

Fall 2015

SYLLABUS

COUN 5461 Professional School Counseling		3 Hrs.
Department of	Counseling	Division of Education and Human Services
Instructor Name:	Trigg A. Even, PhD, LPC-S, NCC	
Office Location:	Room 331 Dal 2	
Office Phone:	TBD	
Email Address:	TBD	
Office Hours:	Mon, Wed, Thur 3-5, and by Appointment	
Virtual Office Hours:	Mon, Wed, Thur 3-5 and by Appointment	
Teaching Assistant (TA)	N/A	
TA Email address:	N/A	
Classroom Location:	Room 303 Dal 2	
Class Meeting Days & Times:	Wednesday, 5:30-8:20 PM	
Course Catalog Description:	COUN 5461. Professional School Counseling. 3 hours. This course provides a comprehensive understanding of the PreK-12 professional school counselor role, the ASCA National Model, and the Texas Model Comprehensive Developmental Guidance Plan. In this course, students will learn how to develop and manage a comprehensive developmental guidance program. In addition, they will learn the ethical standards for school counseling as well as strategies for leadership, consultation, data based-decision making, and advocacy for students and the school counseling profession.	
Prerequisites :	COUN 5680 and 5710, or consent of department.	
Co-requisites:	N/A	

<p>Required Texts:</p>	<p>American School Counselor Association (2012). <i>The ASCA national model: A framework for School Counseling Programs</i> (3rd ed.). Alexandria, VA: Author.</p> <p>American School Counselor Association (2010). <i>Ethical standards for school counselors</i>. Alexandria, VA: Author.</p> <p>Dahir, C. & Stone, C. (2016). <i>The transformed school counselor</i> (3rd ed.). Belmont, CA: Brooks/Cole.</p> <p>Texas Educator Code of Ethics (2011).</p> <p>Texas Education Agency (2004). A Model Comprehensive, Developmental Guidance and Counseling program for Texas public schools: A guide for program development pre k-12 grade. Austin, TX: Author.</p>
<p>Recommended Texts and References:</p>	<p>Nelson, M. D. (2011). <i>The School Counselor’s Guide: Elementary School Guidance Curriculum Activities. Based on ASCA National Standards</i>. New York, NY: Routledge.</p> <p>Nelson, M. D. (2011). <i>The School Counselor’s Guide: High School Guidance Curriculum Activities. Based on ASCA National Standards</i>. New York, NY: Routledge.</p> <p>Nelson, M. D. (2011). <i>The School Counselor’s Guide: Middle School Guidance Curriculum Activities. Based on ASCA National Standards</i>. New York, NY: Routledge.</p>
<p>Access to Learning Resources:</p>	<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p>
<p>Course Goals or Overview:</p>	
	<p>COUN 5461. Professional School Counseling. 3 hours. This course provides a comprehensive understanding of the PreK-12 professional school counselor role, the ASCA National Model, and the Texas Model Comprehensive Developmental Guidance Plan. In this course, students will learn how to develop and manage a comprehensive developmental guidance program. In addition, they will learn the ethical standards for school counseling as well as strategies for leadership, consultation, data based-decision making, and advocacy for students and the school counseling profession.</p>

Course Objectives:

I. Student Learning Outcomes (SLOs) Assessed: The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key assessments in this course. SLOs for this course are as follows.

SLO	CACREP/TEA	Evaluation
1. Explains history, philosophy, trends in school counseling and educational systems.	SCA1; IIG1a/ Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010: Standard I: Learner-Center Knowledge 5	E-Portfolio/ CDGP
2. Demonstrates understanding and applies ethical and legal standards specifically related to the practice of school counseling	SCA2; SC5; IIG1j; IIG8f	Service Learning Project
3. Illustrates knowledge of roles, functions, settings, and professional identity of the school counselor in relations to the roles of other professional support personnel in the school	SCA3, 7; IIG1b/	Service Learning Project E-Portfolio/ CDGP
4. Identifies professional organizations, preparation standards, professional development, and credentials that are relevant to the practice of school counseling	SCA4; IIG1f, g/ Domain III: Competency 008-010: Standard VI: Learner- Center Professional Development: 5	Service Learning Project
5. Explains current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.	SCB1; A5	E-Portfolio/ CDGP
6. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program	SCB2	E-Portfolio/CDGP
7. Demonstrates the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families	SCE3; IIG1h	E-Portfolio/ CDGP

8. Demonstrates strategies to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students, including classroom guidance lessons	SCC2/ Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010: Standard I: Learner-Center Knowledge 10,11, 12; Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010:Standard III: Learner- Center Process : 1	E-Portfolio/ CDGP Presentation of classroom guidance lesson
9. Demonstrates strategies to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling; consultant on student issues toward academic success	SCC4/ Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010:Standard III: Learner- Center Process : 2-5	E-Portfolio/ CDGP
10. Advocate for the learning and academic experiences necessary to promote the academic, career, and personal /social development of students, including access to community resources to support learning	SCF2; Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010:Standard V: Learner-Center Communications:	E-Portfolio/ CDGP
11. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	SCF3/ Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010: Standard IV: Learner- Center Equity and Excellence for ALL Learners: 1-3	E-Portfolio/ CDGP
12. Demonstrates how to critically evaluate research relevant to the practice of school counseling	SCI1	E-Portfolio/CDGP
13. Demonstrates models of program evaluation for school counseling programs	SCI2	E-Portfolio/CDGP

14. Demonstrates basic strategies for evaluating counseling outcomes in school counseling	SCI3	E-Portfolio/CDGP
15. Demonstrates current methods of using data to inform decision making and accountability	SCI4	E-Portfolio/CDGP
16. Discusses outcome research data and best practices identified in the school counseling research literature	SCI5	Discussion
17. Applies relevant research finding to inform the practice of school counseling	SCJ1; IIG8a/ Domain III: Competency 008-010: Standard VI: Learner- Center Professional Development: 4	E-Portfolio/ CDGP
18. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences	SCJ2; K3	E-Portfolio/CDGP
19. Discusses the relationship of the school counseling program to the academic mission of the school	SCK1	E-Portfolio/CDGP
20. Discusses the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school	SCK2	E-Portfolio/CDGP
21. Demonstrates consultant strategies to promote, develop, and enhance effective teamwork within the school, families, and larger community toward a positive school climate	SCM2, N1-5; Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010: Standard V: Learner-Center Communications: 4-8	Micropracticum Video
22. Explains how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students	SCM3, L1-3, M1/ Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010: Standard II: Learner-Center Skills: 4,5, 10	E-Portfolio/ CDGP
23. Discusses the qualities, principles, skills, and styles of effective leadership	SCO1	Discussion; Micropracticum

24. Discusses strategies of leadership designed to enhance the learning environment of schools	SCO2	Discussion; Micropracticum
25. Discusses how to design, implement, manage, and evaluate a comprehensive school counseling program	SCO3/SCP1, Domain I: Competency 001-003: Domain II: Competency 004-007: Domain III: Competency 008-010: Standard II: Learner-Center Skills: 1-2	Service Learning Project E-Portfolio/ CDGP
26. Discusses the important role of the school counselor as a system change agent	SCO4	E-Portfolio/ CDGP
27. Discusses the school counselor's consultant role in student assistance programs, school leadership, guidance curriculum, and advisory meetings	SCO5; M4-7, P2;	Discussion; Micropracticum
28. Discusses strategies for helping students identify strengths and cope with environmental and developmental problems.	C3	Discussion
29. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	G1	Discussion E-Portfolio/ CDGP
30. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	G2	Discussion
31. Demonstrates curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	K3	Presentation of guidance lesson
32. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	M6	Discussion E-Portfolio/ CDGP
33. Locates resources in the community that can be used in the school to improve student achievement and success.	N2	E-Portfolio/ CDGP
34. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	P2	E-Portfolio/ CDGP Micropracticum
35. Discusses the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	A7	Discussion E-Portfolio/CDGP

36. Discusses the school and community collaboration models for crisis/disaster preparedness and response.	M7	Discussion E-Portfolio/CDGP
37. Discusses ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	M2	Discussion
38. Discusses systems theories, models, and processes of consultation in school system settings.	M4	Discussion

COURSE SCHEDULE

Date	Topics and Assignments Due	SLO	Reading	MicroPracticum Lab	Due
Class 1 Aug. 26 Wed.	Course Introductions; Syllabus Review; History of School Counseling as Foundational to the Larger History and Development of the Profession of Counseling	1, 19	N/A	School Counselor Observations/ Interviews (practice)	E-Portfolio/ CDGP #1
Class 2 Sept. 2 Wed.	PSC's as Educational Leaders: Identity, Roles & Responsibilities including Advocate, Consultant, Coordinator, Counselor	3,10,11,21,22, 23,24,26	Dahir & Stone Ch. 1, 4, 5	Coordinator: Needs Assessment	E-Portfolio/ CDGP #2
Class 3 Sept. 9 Wed.	The ASCA National Model and TEA Model Comprehensive Developmental Guidance Program	3,5,6,20	Dahir & Stone Ch. 7; TEA (2004); Instructor- provided materials (IPM)	Consultant: Sharing the Vision with Administrators, Faculty, and Parents	
Class 4 Sept. 16 Wed.	Guidance Curriculum: Selecting, Implementing, & Integrating Developmentally-appropriate and Empirically-based Guidance Priorities and Sequential Lessons and Programs	8, 11, 25, 27, 28, 31, 32, 34,	Dahir & Stone Ch. 13	Counselor & Coordinator: Selecting & Developing Guidance Priorities	E-Portfolio/ CDGP #3
Class 5 Sept. 23 Wed.	Responsive Services: Individual Counseling	8, 28, 29, 30, 33, 37	Dahir & Stone Ch. 2	Counselor: Solution- focused Theory & Practice	
Class 6 Sep. 30 Wed.	Responsive Services: Small Group Counseling	8, 32	Dahir & Stone Ch. 3	Counselor: Solution- focused Theory and Practice Cont'd	E-Portfolio/ CDGP #4; Service Learning - Observation & Interview
Class 7 Oct. 7 Wed.	Responsive Services: Crisis Counseling in Schools	30, 35, 36	Dahir & Stone Ch. 11; IPM	Counselor: Solution- focused Theory and Practice Cont'd	
Class 8 Oct. 14 Wed.	Individual Planning	9	Dahir & Stone Ch. 14	GUEST SPEAKER	E-Portfolio/ CDGP #5
Class 9 Oct. 21 Wed.	School Counselor Roles: Consultant, Coordinator, Counselor	21, 34, 38	Dahir & Stone Ch. 12 & 13	Consultant: Meeting with Teachers and Parents for Student Success	Microprac Video & Reflection
Class 10 Oct. 28 Wed.	Accountability & Data-Driven Decision-making	12, 15, 16,17	Dahir & Stone Ch. 8, IPM	Coordinator: Resources for Selecting Research- based Programs	E-Portfolio/ CDGP #6
Class 11 Nov. 4 Wed.	School Counseling Program Evaluation	13, 14, 18	Dahir & Stone Ch. 9, IPM	Evaluating School Counseling Programs	E-Portfolio/ CDGP #7
Class 12 Nov. 11 Wed. (NO CLASS-TCA Conference)	School Counselor Ethics & Professionalism	2,4	Dahir & Stone Ch. 6; ASCA (2010) Ethical Standards; Even (2015); TEA Educator Ethics	ASCA Ethics Quiz and Discussions	E-Portfolio/ CDGP #8
Class 13 Nov. 18 Wed.	Special Issues: Diversity, GT, RTI, SPED, Section 504, Suicide & Self-harm, Substance Abuse	7, 8, 21, 22, 25, 33, 37	Dahir & Stone Ch. 10; IPM	GUIDANCE LESSONS	GUIDANCE LESSONS
Class 14 Nov. 25 Wed.	Future Directions for School Counseling and School Counselor Development: Professional Self-efficacy	3, 4, 6, 7, 11	Dahir & Stone Ch. 15; Bodenhorn (2004); IPM	Reflecting As-if (Watts) -	E-Portfolio/ CDGP #9
Class 15 Dec. 2 Wed.	Wrap-up and Summary				

Course Assignments:

All written assignments and presentations should adhere to APA (6th ed.) format and style.

School Counselor Service Learning Project: School Counselor Interview/ Observation

Students will interview and observe in-person a certified school counselor or Director/Coordinator of Guidance and Counseling. Students will observe and inquire about the roles, responsibilities, processes, and procedures used by the school counselor to develop and implement comprehensive developmental guidance programming. Students should attempt to observe and interview for a minimum of 3 hours, distributed across the first 2-3 weeks of the term. Students will submit a log of observation minutes with a 2-page written synthesis of observations and interview responses (look for themes & patterns). More information will be discussed in class.

Key Assessment: E-Portfolio and Comprehensive Developmental Guidance Plan

Students will develop and host a web-based E-Portfolio and Comprehensive Developmental Guidance Plan. This assignment will require substantial time and effort throughout the term. Please see the Rubric (enclosed) and due dates schedule.

Classroom Guidance Lesson

Students will prepare and deliver a sample classroom guidance lesson using topics, goals, objectives, resources, activities, and process/reflection questions or prompts that are developmentally-appropriate for the age/grade level and research-based. More information to be discussed in class.

Consultation Micropracticum

During class time, students will participate in structured experiential micropracticum labs. These labs are designed to introduce school counseling students to the foundational skills and processes involved in the primary school counselor roles: counselor, consultant, coordinator. Students will be provided supervision feedback on videotaped practice consultations (with a peer) and reflection exercises. Students are evaluated on participation and openness to feedback.

Evaluation:

Service Learning Project: School Coun Interview	20 points	(Sept Due Date)
E-Portfolio and CDGP (key assessment)	40 points	(Nov Final Due Date)
Consultation Micropracticum (Video & Reflection)	15 points	(Oct Due Date)
Presentation of classroom guidance lesson	15 points	(Nov Due Date)
Attendance & Participation (discussion)	10 points	(Dec Final Due Date)
	100 points	

Grading Scale:

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

Classroom Policies:

It is likely that students will share personal information during discussions throughout the course. Students are expected to maintain confidentiality just as one would with a client. Students are expected to adhere to the American Counseling Association (ACA, 2005) *Code of Ethics* (<http://www.counseling.org>).

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Assignment Policy:

In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than an emergency reason sanctioned by the university (immediate family member death, student hospitalization, military deployment, etc.) will receive a 3 pts off each day it's late, and it will not be accepted after 3 days late. Please plan ahead. Assignments that are more than 3 days late will not be accepted, and the student will be assigned a 0 for the assignment (unless student has a documented and approved medical emergency or one that is official excused by UNT Dallas). All assignments should be submitted in APA 6th edition format and through Blackboard's assignment portal.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Weekly Class Attendance, Timeliness, and Constructive Participation:

Class attendance and participation is mandatory because the class is designed as a shared learning experience and because essential information (not always in the textbook(s)) will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Therefore, do not ask your instructor to complete a make-up assignment to receive credit for an absence, as this not applicable. Attendance and participation in ALL class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Excused absences are of an urgent, serious medical condition; death of immediate family member; and military deployment. Excused absences that meet the specific criteria must be accompanied with written documentation. Students are also responsible to make up any work covered from an unexcused absence. For one unexcused absence, the student's final grade will be lowered by a letter grade. Two or more unexcused absences will result in an "F" for the course because of the intense nature of summer school.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive language and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Incompletes:

If student wants to withdraw from the class, they must submit a withdrawal form for professor to sign. If a student does NOT show up in class and the professor has NOT

signed a withdrawal form, then the student has not withdrawn. If the student misses more than two classes, the professor may email and/or call them and have a discussion with them about the impact on their learning and grade.

Additional Class Policies:

- Blackboard: check Blackboard weekly
- Remember to turn your mobile phone on silent with **vibrate off** before class begins and you start with clients.
- Food & Drink in the Classroom: The student may eat small snacks and drink non-alcoholic beverages during class, provided they are respectful of their classmates by eating food with little to no odor and placing all trash in the trash bin. If there are any complaints regarding this food privilege, the instructor reserves the right to cancel this policy.
- Use of Laptops: Students are highly encouraged to bring their laptops or I pads to take notes and access documents on Blackboard during the class period.

UNT Dallas Grade Appeal Guidance for Students

The UNT Dallas Counseling and Human Services faculty are committed to each student's academic and professional success. As such, the faculty would like to guide students in professional protocol of managing concerns regarding their grades. When you have concerns regarding grades, please consider the information below and follow the protocol in sequential order.

Facts

1. Each student is responsible for the grade they earned. Professors do not give grades. Students earn grades.
2. Student's grades are based on the requirements stated in the syllabus. Students are responsible for fulfilling all course requirements including readings, writings, assignments, and exams by the deadline that is stated on the syllabus. If you have a true emergency or crisis, then notify the professor via email as soon as possible and ask if an exception can be granted. Make every effort to show the professor that you are taking responsibility for your assignment.
3. Professors are NOT required to allow students to retake exams or resubmit assignments just because the student did not earn the grade they desired.

4. Students do have the right to ask questions to understand the material they missed on exams or assignments. Students may ask questions in class, email or phone professors, or visit professors during their office hours.
5. Just because a student is not satisfied with his or her grade does not mean the student should pursue a grade appeal. Grade appeals are ONLY granted for three reasons
 - a. "Arbitrary" means a decision based on inappropriate criteria or not in conformity with established procedures or standards.
 - b. "Prejudice" means a decision motivated by ill will that is not indicative of the student's academic performance in regard to grades.
 - c. "Error" means a decision that is based on a mistake in fact.

Protocol for Grade Appeal

1. Consult your syllabus, course webpage, and course grading rubrics to identify what was required of you in the class. Ask yourself, "Did I do what was required by the deadline that was indicated on the syllabus, course webpage, and grading rubric"? Also, ask yourself, "Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error"? If it was the later, then proceed with the next step.
2. Contact your instructor via email. In a professional and respectful manner, state
 - a. Your specific concern (i.e. "My concern is regarding the grade of "D" on my term paper in class XYZ and my subsequent class grade of D.")
 - b. The reason you disagree (i.e. "I believe my grade does not represent the quality of my paper because I thoroughly fulfilled each item on the grading rubric.").
 - c. Your responsibility of what you did "right" and what you did NOT do "right" (i.e. "I followed the grading rubric. However, I turned in the paper a week late.")
 - d. What you are requesting (i.e. "I am requesting that we meet to discuss my paper and help me understand the reason for the grade on my paper.")
 - e. Your contact information including email and phone numbers.
3. Wait patiently for at least two business days (48 hours during a business week) for the instructor's response to your email. Consider the instructor's response. For example, "On page 4 of the syllabus, it says if papers are turned in late, then they will receive a lower letter grade. According to the rubric, the quality of your

paper was rated as a C. Since you turned it in late, you earned a D.” Ask yourself, “Am I just disappointed with my grade and myself or is there evidence that the grade was arbitrary, based on prejudice or error?” If it was the later, then proceed with the next step.

4. If your concern remains unresolved after the informal consultation with the faculty member, submit a written petition for appeal to the chair of the faculty member's department within three (3) days of learning the result of the informal conversation with the faculty member.
5. The chair will follow the procedures stated in the UNT Dallas Grade Appeal Policy available at http://dallas.unt.edu/sites/default/files/page_level2/pdf/policy/7.007%20Grade%20Appeal.pdf

Other Considerations:

As part of this profession, you are encouraged to join the American School Counselor Association (ASCA), the American Counseling Association (ACA) and the Texas Counseling Association (TCA). Furthermore, it is suggested that you also join your specialty division of the state counseling association (i.e., TSCA).

Recommended Websites:

APA resources: <http://owl.english.purdue.edu/owl/resource/560/01/>
American Counseling Association (ACA) www.counseling.org
American School Counselor Association (ASCA) www.schoolcounselor.org
International Association of Marriage and Family Counselors (IAMFC) www.iamfc.org
American Mental Health Counselor Association (AMHCA) www.amhca.org
National Association of School Psychologists (NASP) www.nasponline.org
Texas Counseling Association (TCA) www.txca.org
Texas Education Agency <http://www.tea.state.tx.us/index2.aspx?id=4207>
Texas School Counselor Association (TSCA) www.txca.org/tca/TSCA_Home.asp
National Board of Certified Counselors (NBCC) www.nbcc.org
Council for Accreditation of Counseling and Related Education Programs (CACREP) www.cacrep.org
Chi Sigma Iota (Counseling Academic and Professional Honor Society International) www.csi-net.org

Recommended Journals:

Professional School Counseling
Journal of School Counseling
Journal of Counseling and Development
International Journal of Play Therapy
Journal of Social Action in Counseling and Psychology
Career Development Quarterly
Journal for Specialists in Group Work
Journal of Mental Health Counseling

Journal of Psychotherapy Integration
Journal of Consulting and Clinical Psychology
Journal of Counseling Psychology
The Counseling Psychologist
Psychotherapy
International Journal of Action Methods

Comprehensive Developmental Guidance Plan & E-Portfolio

Key Assessment Project

This Electronic Portfolio and Comprehensive Developmental Guidance Plan will demonstrate your ability to conceptualize and develop a CDGP consistent with both ASCA (2004) and TEA (2004) standards, to select or develop and highlight the evidence of your professional identity as a Professional School Counselor, and provide the foundational structure for archiving your professional development throughout your career.

The comprehensive developmental guidance plan should include the following sections posted to a well-organized electronic (online) portal:

**** PLEASE NOTE - Your site MUST NOT contain any identifying information (name, photo, description, etc.) for any student or client.**

I. Introduction (to the site) Page

II. E-Portfolio

- A. About Me (Video Introduction?)
 - 1. Resume/CV
 - 2. Certification(s) and Licensure
- B. Professional Development
 - 1. Academic Preparation (sample of work)
 - 2. Continuing Education (certificates and descriptions)
- B. Scholarship (Presentations and Publications you have authored or co-authored)
- C. Professional Leadership and Service (Volunteer, Organizational, etc.)

III. Comprehensive Developmental Guidance Plan

- A. Guidance Curriculum
- B. Responsive Services
- C. Individual Planning
- D. System Support

Comprehensive Developmental Guidance Plan & E-Portfolio

Key Assessment Project

Student Name: _____

Semester: _____

Campus Level: Elementary Secondary

The following major components, sections, and subsections are included and easily identifiable:

I. Introduction to the Site/Landing Page

II. E-Portfolio

A. ___ About Me (Video Introduction?)

- ___ 1. Resume/CV
- ___ 2. Certification(s) and Licensure

B. ___ Professional Development

- ___ 1. Academic Preparation (sample of work for each class)
- ___ 2. Continuing Education (certificates and descriptions)

C. ___ Scholarship (Presentations and Publications you have authored or co-authored)

D. ___ Professional Leadership and Service (Volunteer, Organizational, etc.)

III. Comprehensive Developmental Guidance Program

A. Guidance Curriculum

___ 15 guidance lessons (across 3-5 topic categories) with a 1 page overview of:

- Topic (Priority Guidance Topic or Theme)
- Lesson Title
- Goal(s) & Objective(s) of the Lesson
- Materials Needed
- Sequence of Delivery/Presentation
- Structured Activity or Student Engagement
- Process or Debrief Questions or Discussion Prompts
- Reference(s) to the research base supporting its use

B. Responsive Services

___ Individual Counseling*:

- Theoretical position statement with brief annotated bibliography of research evidence
- Process for Referral to Counseling
- Statements Related to Informed Consent and Confidentiality
- Needs Addressed through Individual Counseling

- ___ Small Group Counseling*
 - Brief description of the purposes, goals, and nature of small group counseling
 - Selection, screening, and admission policies
 - Logistics of group meetings (when, where, how)

___ Crisis Intervention Plan(s) and Procedure(s) - see referral bank below

C. Individual Planning

- ___ Plans contain evidence-based career exploration and decision-making program strategies.
- ___ Plans contain goal-setting action plan worksheets/documentation for academic, personal/social, and career development domains.
- ___ Plans contain strategies for engaging parents/guardians in the individual planning process.
- ___ Elementary plans contain 3 special-focus programs (1 page overview as above)
- ___ Secondary plans contain current Texas Graduation plans
- ___ Secondary plans contain HB5-related information for students and parents.
- ___ Secondary plans contain current college admissions and application information for Texas public, private, and vocational/trade options.

D. System Support

- ___ Plan lists and summarizes several workshops, community events, projects, or ideas that enlist the support and involvement of others, maintains the comprehensive developmental guidance program, and advocates for system-wide improvement (i.e. needs assessments, advisory council, parent-teacher associations, etc.).
- ___ Plans contain referral and resource information for local agencies, youth/family serving social services, therapists, psychologists, psychiatrists, etc.

Instructor Comments:

Evaluation Criteria:

Section I -----	_____ / 10 % points
Section II -----	_____ / 40 % points
Section III -----	_____ / 40 % points
Appearance & Organization -----	_____ / 10 % points
TOTAL _____ / 100 % points	

Schedule #	Date	E-Portfolio and CDGP Section(s) DUE
1	8/26/15	Create site (in-class)
2	9/2/15	Website main Structure* in Place and Introduction to the site completed (video introduction?)
3	9/16/15	Attach certifications and updated resume/CV, create pages for each course in academic preparation and continuing ed, start adding samples of best work and any certificates of completion (note: most of this is the structure only - you will add to it throughout your program and career).
4	9/30/15	Complete the E-Portfolio section; Have all subpages for CDGP created and start attaching guidance lessons, programs, crisis plans, etc.
5	10/14/15	Complete and attach brochure, crisis plan, and referrals/resources list.
6	10/28/15	Complete the Individual Planning page with attachments; Complete the Responsive Services page
7	11/4/15	Complete all 15 Guidance lesson Overview Sheets; Organize the System Support page and begin attaching files
8	11/11/15	Attach all Guidance overview sheets and complete the Guidance page; Complete the System Support page
19 9	11/25/15	Send final URL to instructor for grading - all sections are completed

UNT Dallas
Department of Counseling and Human Services
Class Attendance and Participation Rubric

In an effort to cultivate an effective learning environment, faculty members request that each student meets expectation of the following behaviors. **The intent of this rubric is NOT to be punitive but rather to have clear and consistent expectations across the department.** Students have the freedom to choose their behavior. Faculty will enforce the following guidelines for the behaviors that students choose.

	Meets Expectation -0% of grade	Occasionally Below Expectation -2.5% of final grade	Consistently Below Expectation -5% of final grade (-2.5% for each additional missed class tardy)
1. Attendance	Attends all class with one or less excused absence.	Misses one class with excused absence and one absence due to emergency (family member death, hospitalization, or something involving police or firefighters).	Misses two or more classes due to non-emergency (family member death, hospitalization, or something involving police or firefighters).*
2. Punctual	Arrives and is ready to begin on time with no more than one tardy and remains to the end of class.	Is more than 5-10 minutes tardy two times or leaves class early two times.	Is more than 10 minutes tardy more than two times or leaves class early more than two times.*
3. Quality Contribution	Questions and comments are on topic, indicate reflection and knowledge of readings, and contribute to a deeper understanding.	Questions and comments are occasionally (2 times) tangential, do not indicate knowledge of readings, and do not contribute to a deeper understanding.	Questions and comments are often tangential (3+ times), do not indicate knowledge of readings, and do not contribute to a deeper understanding.
4. Attentive Behavior	Pays attention and does not engage in side conversations or off-task technology activity (i.e. texting, surfing web, social networking) more than once a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) twice a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) more than twice a semester.

5. Responsible Behavior	Is consistently informed by checking Blackboard, syllabus, and emails for instructions and updates.	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.
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* Results in drop in the final letter grade in class. If two or more, then drops another letter grade.