

University of North Texas at Dallas
Summer 2016
SYLLABUS

COUN 5461 Professional School Counseling		3 Hrs.
Department of	Counseling	Division of Human Services
Instructor Name:	Trigg A. Even, PhD, LPC-S, NCC	
Office Location:	Founders Hall Room 331	
Office Phone:	972-338-1376	
Email Address:	trigg.even@untdallas.edu	
Office Hours:	Every Monday 12:00-1:00 and 4:30-5:30 and By Appointment Every Other Monday 5:30-9:30	
Virtual (BB) Office Hours:	By Appointment	
Course Format and Structure: Face-to-Face and Web-Enhanced		
Classroom Location:	Founders Hall Room 339	
Class Meeting Days & Times:	Monday, 1:30-4:30 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>Stone, C., & Dahir, C. (2016). <i>The transformed school counselor</i> (3rd ed.). Belmont, CA: Brooks/Cole. ISBN 978-1-305-08727-9</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>Hatch, T. (2014). <i>The use of data in school counseling: Hatching results for students, programs, and the profession</i>. Thousand Oaks, CA: Corwin. ISBN: 978-1-4522-9025-6</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.

CACREP (2009) School Counseling Standard	Student Learning Outcome	Evaluation
A1. Knows history, philosophy, and trends in school counseling and educational systems.	1. Explains the history, philosophy, and trends in school counseling and educational systems.	Discussion Board #1
A3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	2. Illustrates knowledge of roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	E-Portfolio/CDGP Section I.B
A5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.	3. 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.	E-Portfolio/CDGP Section I.C
A7. Understands 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.	4. Discusses the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-related events.	E-Portfolio/CDGP Section III.B.3
C2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	5. Demonstrates strategies to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	E-Portfolio/CDGP Section III
C4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	6. Demonstrates strategies to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	E-Portfolio/CDGP Section III.C
I4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	7. Demonstrates how to use current data to inform decision making and accountability (e.g., school improvement plan, school report card).	Needs Assessment & Campus Improvement Plan School Counselor Interview
I5. Understands the outcome research data and best practices identified in the school counseling research literature.	8. Demonstrates how to utilize outcome research data and best practices identified in the school counseling research literature.	School Counseling Outcomes Research Annotated Bibliography
J3. Analyzes and uses data to enhance school counseling programs.	9. Discusses strategies for analyzing and applying data to enhance school counseling programs.	Discussion Board #3
K1. Understands the relationship of the school counseling program to the academic mission of the school.	10. Articulates the relationship of the school counseling program to the academic mission of the school.	E-Portfolio/CDGP Section I.B

K2. Understands 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.	11. 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.	Discussion Board #4
K3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	12. Demonstrates ability to design and develop guidance lessons, manage classrooms, and differentiate instruction for teaching counseling- and guidance-related material.	E-Portfolio/CDGP Section III.A Classroom Guidance Lesson
M1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	13. Illustrates system support program strategies to enhance student development, well-being, and learning through family-school-community collaborations.	E-Portfolio/CDGP Section III.D
M2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	14. Demonstrates consultant strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	Micro-Practicum Video Demonstration
M3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	15. Demonstrates consultant strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	Micro-Practicum Video Demonstration
M5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	16. Demonstrates consultant strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	Micro-Practicum Video Demonstration
M6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	17. Lists and illustrates various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and plans how to coordinate them.	E-Portfolio/CDGP Section III.B.4
O1. Knows the qualities, principles, skills, and styles of effective leadership.	18. Discusses the qualities, principles, skills, and styles of effective leadership.	Discussion Board #2
O2. Knows strategies of leadership designed to enhance the learning environment of schools.	19. Discusses strategies of leadership designed to enhance the learning environment of schools.	Discussion Board #2
O3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.	20. Designs a sample comprehensive school counseling program.	E-Portfolio/CDGP Section III
O4. Understands the important role of the school counselor as a system change agent.	21. Discusses the important role of the school counselor as a system change agent.	Discussion Board #2
O5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	22. Identifies strategies for embracing the role of school counselor as educational leader.	Discussion Board #2

COURSE SCHEDULE

Date	Topics and Assignments Due	SLO	Reading	Due
Week 1 June 6	Course Introductions; Syllabus Review; History of School Counseling as Foundational to the Larger History and Development of the Profession of Counseling	1, 10	N/A	E-Portfolio/ CDGP #1 DB#1
Week 2 June 13 ONLINE	PSC's as Educational Leaders: Identity, Roles & Responsibilities including Advocate, Consultant, Coordinator, Counselor	2, 14,16,18, 19, 21, 22	Stone & Dahir Ch. 1, 4, 5	Needs Assessment and Interview DB#2
Week 3 June 20	The ASCA National Model and TEA Model Comprehensive Developmental Guidance Program	2, 4, 11	Stone & Dahir Ch. 7; TEA (2004); Instructor- provided materials (IPM)	E- Portfolio/CDGP #2
Week 4 June 27	Guidance Curriculum: Selecting, Implementing, & Integrating Developmentally-appropriate and Empirically-based Guidance Priorities and Sequential Lessons and Programs	5, 12, 17	Stone & Dahir Ch. 13	E-Portfolio/ CDGP #3
Week 5 July 04 ONLINE	Responsive Services: Individual Counseling & Small Group Counseling	5, 14, 17	Stone & Dahir Ch. 2 & 3	E-Portfolio/ CDGP #4
Week 6 July 11	Responsive Services: Crisis Counseling in Schools and Special Issues	4, 5, 20	Stone & Dahir Ch. 9,10, 11; IPM	E-Portfolio/ CDGP #5 Guidance Lessons
Week 7 July 18	Individual Planning & System Support	6	Stone & Dahir Ch. 14; TEA Graduation Plans; College Entrance Info	DB #4 E-Portfolio/ CDGP #6
Week 8 July 25	Professional School Counselor as Consultant MicroPracticum Video labs	14, 15	Stone & Dahir Ch. 12&13	E-Portfolio/ CDGP #7

Week 9 August 1	Accountability & Data-Driven Decision-making	7, 8	Stone & Dahir Ch. 8, IPM	E-Portfolio/ CDGP #8 Microprac Video DB#3
Week 10 August 8	School Counselor Ethics & Professionalism Future Directions for School Counseling and School Counselor Development: Professional Self-efficacy	2,4	Stone & Dahir Ch. 6; ASCA (2010) Ethical Standards; Even (2015); TEA Educator Ethics Stone & Dahir Ch. 15; Bodenhorn (2004); IPM	E-Portfolio/ CDGP #9

Course Assignments:

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

School Counselor Experiential Learning/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.

Experiential Learning Part II: Needs Assessment & Campus Improvement Plan

As part of the School Counselor Interview and Service Learning project, students will gain experience with collecting and analyzing needs assessment and campus improvement plan data. Under the direction of the campus counselor, students will 1) develop, distribute, collect, and analyze a needs assessment survey and 2) review the most recent or current campus improvement plan for the purpose of establishing priority school counseling programming needs. Students will assist the campus school counselor in presenting the findings and related comprehensive program strategies (written and/or oral presentation) to campus administrator(s) and faculty. Students will include a copy of this report and a brief reflection on this assignment in the School Counselor Interview process paper.

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.

Discussion Boards (4)

Students will contribute critically-reflective and substantive discussion board posts and responses to peers on the Blackboard learning management system for this course. It is expected that students will contribute at least one (1) original post and two (2) responses to those of their peers. Discussion board entries will be evaluated using the Discussion Board Evaluation Rubric in Blackboard.

Evaluation (RUBRICS are posted to Blackboard)

Discussion Boards (4)	10 points
Service Learning Project: School Coun Interview	20 points
E-Portfolio and CDGP (key assessment)	40 points
Consultation Micropracticum (Video & Reflection)	10 points
Presentation of classroom guidance lesson	10 points
Attendance & Participation (discussion)	<u>10 points</u>
	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 Ipads 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

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
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	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	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	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	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.
--------------------------------	--------------------------------------------------------------------------------------------	-----------------------------------------------------	---------------------------------------------------------------

* Results in drop in the final letter grade in class. If two or more, then drops another letter grade.