

Texas A&M University - Central Texas
COUN 5386-120
Clinical Mental Health Internship: I
TEA Field Practicum
CRN: 80937
Fall 2021

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Levi McClendon, Ph.D., LPC, NCC, NCSC, Registered Play Therapist, CSC

Class Time: 6-8pm Tuesdays (Classroom Blended: Synchronous Online/ In-person)

Room #: Warrior Hall 315, In-Person

Virtual: Synchronous Online (WebEx)

Note: All class meetings will be fully virtual or fully in-person (See dates below).

100% Synchronous Virtual Class Dates: August 23, September 6, October 4, October 18, November 1, November 15, November 22, December 5 – 10 (Individual Closeout)

100% In-Person Class Dates: September 13, September 20, October 11, October 25, November 8, and November 29

Please know that I value your safety. As the COVID-19 situation changes, adjustments may be made from In-person to Synchronous Online to protect the health of students/faculty. I will consult with the class for regarding each In-Person date above when the time draws near. If the majority prefers In-Person, then the In-Person date above will hold. If the class majority prefers Online Synchronous, then the In-Person date will be moved to Online Synchronous.

Office: WH 318E

Email: lmccclendon@tamuct.edu

Office Hours: Virtual Hours – Monday 11:00 am to 1:00 pm, 3:00pm-5:00pm & Wednesday 12:00 pm to 4:00 pm; other days / times by appointment only. Please email me to set up a virtual appointment.

This course is Classroom Blended requiring both In-Person and Synchronous Online meetings and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Student-instructor interaction:

Instructor will check email Monday through Friday between 8 a.m. and 5 p.m. and reply to student emails within 48 hours. Emails received Saturday and Sunday will be addressed on Monday.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course overview and description: The purpose of COUN 5386 is to help students implement counseling skills into counseling practice. Major emphasis is placed on the student's involvement in successful practices at the educational level of interest. Students have met all academic and professional standards of practice before placement. Over the course of their Internship experiences students are required to complete 600 clock hours, of which at least 240 are direct client contact. For this semester you will be required to earn a minimum of 200 clock hours. Weekly supervision is provided by the on-site supervisor and the faculty supervisor.

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate appropriate primary counseling skills. This will be assessed via observation of live and recorded client interactions using Part I of the CCS-R and via items listed on CACREP standards matrix below.
2. Students will demonstrate appropriate professional and ethical behavior in their interactions with clients, colleagues, and supervisors. This will be assessed using Part II of the CCS-R and via items listed on CACREP standards matrix below.

3. ****Students are typically held to a higher standard regarding what constitutes appropriate skills/behaviors when enrolled in Internship than they were when enrolled in Practicum****
4. School Counselor Certification Preparation Program (SCCPP): In addition to the above, students enrolled in the SCCPP will experience professional activities in counseling and guidance in area of interest. Major emphasis is placed on the integration of theoretical and conceptual principles, as well as professional and personal skill development, and related ethical concerns. Two semesters of this course meets the 160-hour practicum required by TEA for students seeking school counselor certification. Students seeking school counselor certification must be admitted into the SCCPP (separate application process) in order for this course to count towards educational certification standards.

School Counseling Special Course Instructions

As a continuing course in the clinical training sequence, this course is intended to reflect the comprehensive work experience of a professional counselor in a school counseling setting. Students are expected to continue demonstration of skills and attitudes acquired during the Practicum in Counseling course, as well as utilizing a variety of professional activities and resources in addition to direct service. Students will also demonstrate competencies in the *Group Counseling Needs Assessment* component while familiarizing themselves with the following four components of the TEA Model of School Counseling Programs

1. Guidance curriculum
2. Responsive services
3. Individual planning system
4. System support

At the successful completion of this course, students will have:

1. Developed and saved a Group Counseling Needs Assessment, specific to their school practicum site for use in Internship
2. Demonstrated the ability to apply and adhere to ethical and legal standards in school counseling.
3. Demonstrated the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
4. Provided individual and group counseling, classroom guidance, and consultation to promote the academic, career, and personal/social development of students.
5. Assessed and interpreted students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

Site Requirements

School counseling students are expected to complete all hours in a TEA-approved school setting under the supervision of a certified school counselor. Students usually use time before and after school, during lunch and in the evenings to accumulate the necessary direct contact hours they need to complete direct hours requirements. Your direct client contact hours *must* be different from what you usually do at work as a teacher

Use of Second Site

Texas Education Agency requires that the TEA-Field Practicum Experience (i.e., Internship) for students enrolled in a school counseling graduate program be completed in a school setting. In special circumstances, a second site is necessary to complete practicum clinical hours and/or other assignments.

Field Observations

During your TEA-Field Practicum you must be in a school (Fall or Spring) with a general population of students, and during this time you must receive weekly supervision from a state certified school counselor. The hours must be distributed evenly across at least 14 weeks of the semester and may not begin before the class begins nor be collected after the class ends.

Additionally, the Texas Education Agency expects that students will receive four formal observations during their field work. Students will be observed in an assigned and scheduled activity addressing the guidance, counseling, consultation, and leadership domains of the Texas Evaluation Model for Professional School Counselors, Third Edition (TEMPSC-III). A minimum of two observation will be conducted during the first and second semesters of Internship. The observation will be for a minimum of 45 minutes and will be conducted by a field supervisor designated by the A&M Central Texas Department of Counseling & Psychology (Texas Administrative Code [TAC]228.35).

Comprehensive Guidance Program

As part of the school counseling practicum requirements, students will begin work on a developmental guidance and counseling program emphasizing the 4 components to address a wide variety of student concerns such as those listed below:

1. Guidance Curriculum
 - Interpersonal Effectiveness
 - Intrapersonal Effectiveness
 - Post-secondary Planning and Career Readiness
 - Personal Health and Safety
2. Responsive Services

- Academic concerns
- School related concerns
- Relationship concerns
- Physical, sexual and emotional abuse as described by the Texas family code
- Grief and loss
- Substance abuse
- Family issues
- Harassment issues
- Coping with stress
- Suicide prevention
- Crisis, disaster, and trauma

3. Individual Planning

- Educational
- Career
- Personal-social

4. System Support

- Guidance program development, management, evaluation
- Parent education
- Teacher and administrator consultation
- Providing staff development for educators
- School improvement planning
- Counselor's professional development
- Research and publishing
- Community outreach
- Public relations
- System-wide wellness
- Campus crisis plan

CACREP Standards

CACREP standards can be viewed at <http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf>. CACREP stipulates that certain standards must be met for accreditation and this course addresses several of those standards. CACREP stresses the importance of professional ethics and values, as well as skills and knowledge in the use of technology, and a commitment to multicultural competence and awareness

PRACTICUM/INTERNSHIP REQUIREMENTS (CACREP, 2016, Section III, A-E)

Students must provide documentation of individual professional counseling liability insurance policies when enrolled in practicum and internship (III.A).

Supervision of practicum and internship students will include program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (III.B).

Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge will be conducted as part of the student's practicum and internship (III.C).

Students will have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (III.D).

In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psycho-educational group (III.E).

INTERNSHIP REQUIREMENTS (CACREP, 2016, Section III, J-M)

- After successful completion of the practicum, students must complete **600 clock hours** of supervised counseling internship in roles and settings with clients relevant to their specialty area (III.J) over the course of a minimum of two semesters. Students may enroll in a third semester of Internship if needed to complete their hours.
- Internship students must complete a total of **240 clock hours** of direct service (III.K) over the course of a minimum of two semesters. A minimum of 90 direct services hours are required to earn a passing grade in Internship during long semesters (Fall/Spring), and a minimum of 60 direct service hours are required of students enrolled in Internship during the summer.
- Internship students will have weekly interaction with supervisors that averages **one hour per week** of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor or (2) counselor education program faculty (III.L). Site supervisors typically provide this individual/triadic supervision, but faculty may be called upon to provide up to 50% of this supervision for students who work at sites that alternate between individual and group supervision.
- Internship students will participate in an average of **1½ hours per week** of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member.

SUPERVISOR QUALIFICATIONS AND SUPPORT FOR PRACTICUM/INTERNSHIP (CACREP, 2016, Section III, N-R)

1. Program faculty members serving as individual/triadic or group practicum/internship supervisors must have the following qualifications (III.N):
 - Relevant experience,
 - Professional credentials,
 - Counseling supervision training and experience.
2. Site supervisors must have the following qualifications (III.P):
 - A minimum of a master’s degree in counseling or a related profession,
 - Relevant certifications and/or licenses,
 - Minimum Professional experience:
 - CMHC-SCCPP: A minimum of three years of pertinent professional experience as a certified school counselor in Texas
 - Knowledge of the program’s expectations, requirements, and evaluation procedures for students, and
 - Relevant training in counseling supervision.
3. Orientation, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors (III.Q).
4. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (III.R).

Relation to 2016 CACREP Curricular Standards (Section II.F) and CMHC Standards (Section V.C):

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

Common Core for all students. Students will have knowledge of...	Standard	Activity	SLOs:
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	II.F.1.i	Group supervision	2
Strategies for personal and professional self-evaluation and implications for practice	II.F.1.k	Final Reflection	2
Self-care strategies appropriate to the counselor role	II.F.1.l	Wellness Class Discussion	2
The role of counseling supervision in the profession	II.F.1.m	COUN 5386 Internship Syllabus	2
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.a	Group supervision	1
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	II.F.2.b	Cultural Autobiography Supervisee Questionnaire/Discussion	1
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.c	Group supervision	1
Help-seeking behaviors of diverse clients	II.F.2.f	Group supervision	1
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	II.F.2.h	Group supervision	1
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	II.F.5.d	CCS-R	1, 2
Counselor characteristics and behaviors that influence the counseling process	II.F.5.f	CCS-R	1
Essential interviewing, counseling, and case conceptualization skills	II.F.5.g	Full Case Conceptualization	1

Developmentally relevant counseling treatment or intervention plans	II.F.5.h	Full Case Conceptualization	1
Development of measurable outcomes for clients	II.F.5.i	Group supervision	1
Strategies to promote client understanding of and access to a variety of community-based resources	II.F.5.k	Full Case Conceptualization	1
Processes for aiding students in developing a personal model of counseling	II.F.5.n	Supervision Contract	2
Dynamics associated with group process and development	II.F.6.b	Group supervision	2
Therapeutic factors and how they contribute to group effectiveness	II.F.6.c	Group supervision	2
Identification of evidence-based practices	II.F.8.b	Full Case Conceptualization	2

Additional standards for students in a CMHC specialty area.	Standard	Activity	SLOs:
Theories and models related to clinical mental health counseling	V.C.1 .b	Recordings	1
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	V.C.1 .c	Full Case Conceptualization	1
Cultural factors relevant to clinical mental health counseling	V.C.2 .j	Recordings	1
Legal and ethical considerations specific to clinical mental health counseling.	V.C.2 .l	CCS-R	2
Current intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning and caseload management.	V.C.3 .a	Case Conceptualization	1
Techniques & interventions for prevention & treatment of a broad range of mental health issues	V.C.3 .b	CCS-R	1
Strategies for interfacing with the legal system regarding court-referred clients	V.C.3 .c	CCS-R	1

Mode of Instruction & Course Access

This course utilizes didactic teaching, group discussions, group supervision, taped sessions, and case conceptualizations. Students are evaluated through taped sessions, and site supervisor's evaluations of students.

Participation & Attendance: Virtual

Your active participation in supervision sessions is necessary for you to meet the course objectives. Active participation requires prior preparation on your part (e.g., reading of assigned materials and preparing for supervision). You will be allowed one excused absence which you are allowed to use for self-care. **You must obtain 24 hours of group supervision for the semester. Plan to attend all classes. If you miss more than once, you will have to make up that time by asking permission to attend the Practicum or Internship group supervision, which held virtually at various times with Drs. Norris, Pennie, or Berry.** You may not miss on a night you are scheduled to discuss a case conceptualization. In order to attend and safely participate in Internship group supervision through Web Ex, you need to have a private space where you will not be interrupted, and where you will have reliable internet. Your visual presence through Web Ex is required for this course. Additionally, please be sure any technology that is voice activated is turned off in the room where you participate (i.e. Alexas or, other technology that is voice activated).

Participation & Attendance: In-Person

To get credit for the course, you must attend scheduled in-person class sessions. Your active participation in supervision sessions is necessary for you to meet the course objectives. Active participation requires prior preparation on your part (e.g., reading of assigned materials and preparing for supervision). You will be allowed one excused absence which you are allowed to use for self-care. You must obtain 24 hours of group supervision for the semester. Plan to attend all classes. If you miss more than once, you will have to make up that time by asking permission to attend the Practicum or Internship group supervision, which held virtually at various times with Drs. Norris, Pennie, or Berry. You may not miss on a night you are scheduled to discuss a case conceptualization.

WebEx Visual Presence

To attend class all students will have their camera on for the entire duration of supervision and provide a background beyond their face that includes a stable and private location. Group supervision is a professional activity part of clinical work so you are expected to sit up and that you should not participate from your bed or be seen moving in an out of buildings/rooms/vehicles at your location. You should not be traveling/driving while participating in supervision. Group Supervision hours will not count if you are driving and trying to attend class at the same time. Additionally, there should not be any other persons present in the room where you are participating since your participation includes your own specific feedback to what is being discussed and may involve client information or personal peer experiences. Being mindful of these behaviors will allow for you to be appropriately transparent to elicit the trust of your peers and your supervisor since sensitive client information and sensitive content from about personal experiences is discussed throughout group supervision. If you are not able to carry out the following behaviors listed above you will respectfully leave the supervision session by logging off of Web Ex. You are still responsible for attending the minimal required supervision hours for the semester and should make plans to eliminate disruptions to meet the listed criteria for attendance prior to the start of the group meeting time. Leaving your screen for a brief restroom breaks is okay during the meeting, but moving your computer through rooms of your home might lead to security breaches of peers, and your location, so you are allowed to turn off your screen if you briefly leave to use the restroom or to mitigate an additional disruption, but for those purposes only. Your peers see your screen for the duration of class even when a student's screen share is activated. Any behaviors that would diminish confidence of privacy will impact the trust within the virtual supervision session and consequently may adversely affect the group learning experience. Each student is independently responsible for their role in contributing to the safety of this virtual supervisory space.

Tardiness

You are expected to be in class on-time. It is strongly recommended students plan to virtually arrive to the group Web Ex meeting 10-15 minutes prior to the start of class to make sure their technology is working and their internet connection is sufficient. Continual tardiness will result in a Fitness to Practice evaluation between the student and faculty to address tardiness. Supervision requires a specific number of hours. Therefore, you must make up even miniscule time missed. If you are late, you will not be able to count that time a part of supervision you received. All students must have a total of 24hours of group supervision to pass the class.

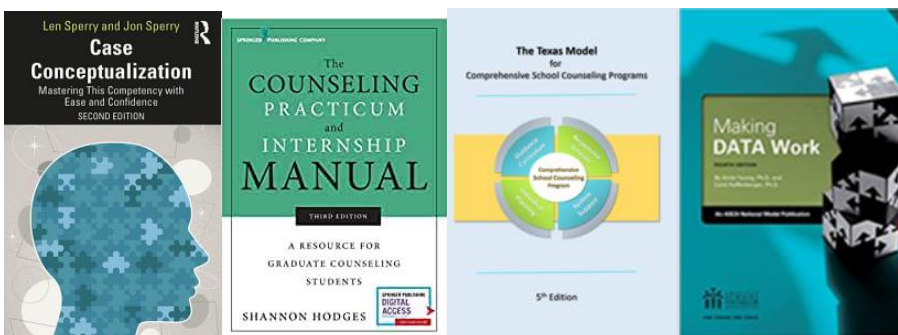
Assignment Submission

All work will be submit to Canvas by students. Students will be responsible for getting all logs and evaluations signed and turned in by their respective due date and should make arrangements with supervisors to have items prepared and uploaded into Canvas by their assigned due date. This includes portfolio items. All items are due to the supervisor, including final and cumulative logs at the time of the individual "close out" meeting between the student and faculty supervisor during the last week of the semester.

Call-In Supervision

If you know you will be running late, you may call into the supervision session so that your time does not need to be made up. **You may only do this one time during the semester.** If you run late in the future, you will need to make up the time with another faculty member.

Required Reading and Textbook(s): Sperry, L., & Sperry, J. (2020). *Case conceptualization: Mastering this competence with ease and confidence* (2nd ed.). Routledge.



Hodges, S. (2021). *The Counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). Springer.

Sperry, J., & Sperry, L. (2020). Case conceptualization: Key to highly effective counseling. *Counseling Today*. American Counseling Association. <https://ct.counseling.org/2020/12/case-conceptualization-key-to-highly-effective-counseling/>

Texas Education Agency. (2018) *The Texas model for comprehensive school counseling programs* (5th ed.). Texas Counseling

Association. Austin, TX: Texas Counseling Association.

Young, A., & Kaffenberger, C. (2018). *Making data work* (4th ed.). American School Counselor Association. Alexandria, VA: American School Counselor Association.

Grading

Part I: 30 % Appropriate counseling skills/competencies					
Assignment	Percentage	Points	Scoring	Scorer	Due Date
Clinical Experiences	N/A	N/A	Complete/Incomplete	Faculty	N/A
School Counselor All Level (K-12) Evidence	N/A	N/A	Complete/Incomplete	Faculty	See Calendar
Guidance Session Plan	N/A	N/A	Complete/Incomplete	Faculty	Completed 1 week before guidance observation
Guidance Observation	N/A	N/A	Complete/Incomplete	Faculty	Before 09/20/21
Group Counseling Session Plan	N/A	N/A	Complete/Incomplete	Faculty	Completed 1 week before group observation
Group Observation	N/A	N/A	Complete/Incomplete	Faculty	Between 9/20/21 and 11/15/21
Counseling Video Recording and Critique	60%	18	Rubric	Faculty	TBD
CCS-R Midterm Evaluation	20%	6	Part I: CCS	Site Supervisor	See Calendar
CCS-R Final Evaluation	20%	6	Part I: CCS	Site Supervisor	See Calendar
Total: _out of 30 points					
Part II: 30% Professional Dispositions and Behaviors					
Assignment	Percentage	Points	Scoring	Scorer	Due Date
Group Supervision	N/A	N/A	Complete/Incomplete	Faculty	Weekly
Individual Supervision	N/A	N/A	Complete/Incomplete	Site Supervisor	Weekly
Ethical/Professional Conduct	N/A	N/A	Complete/Incomplete	Faculty	As needed
Syllabus Quiz	5%	1.5	Multiple Choice Quiz	Faculty	See Calendar
CCS-R Midterm Evaluation	37.5%	11.25	Part II: CCS	Site Supervisor	See Calendar
CCS-R Final Evaluation	37.5%	11.25	Part II: CCS	Site Supervisor	See Calendar
Evaluation of Site/Supervisor	20%	6	Complete/Incomplete	Faculty	See Calendar
Total: _out of 30 points					
Part III: 40% Administrative Paperwork, Case Conceptualization and Treatment Plan					
Assignment	Percentage	Points	Scoring	Scorer	Due Date
Signed Hours Logs: 1 per site (Weekly/Summary) BHEC Log (Summary)	N/A	N/A	Complete/Incomplete	Faculty	Weekly Summative (Closeout) BHEC log (Closeout)
School Counselor Use-of-Time Logs	N/A	N/A	Complete/Incomplete	Faculty	See Calendar

Comprehensive School Counseling Framework	35%	14	Complete/Incomplete	Faculty	See Calendar
Brief Case Conceptualization	20%	8	Complete/Incomplete	Faculty	Various
Full Case Conceptualization	35%	14	Rubric	Faculty	Various
Final Reflection	10%	4	Rubric	Faculty	See Calendar
Total: <u> </u> out of 40 points					

Grading	Points	Grand Total
Part I: Skills/Competencies	30 points	_____/100 points
Part II: Professional Dispositions	30 points	
Part III: Administrative Paperwork, Case Conceptualization and Treatment Plan	40 points	

Part I: Appropriate counseling skills/competencies: Nongraded Requirements

Clinical Experiences

Students seeing clients in the TAMUCT CCFTC become familiar with a variety of professional activities and resources, including technological resources (e.g., recording equipment, Simple Practice). Clinical experiences include individual adult and child counseling (children ages 7-17), couples counseling, family counseling, and group counseling. Note: Students who do not get an opportunity to lead or co-lead a group during Practicum will need to seek out this experience during Internship. (CACREP, 2016, III.D&E)

Part I: Appropriate counseling skills/competencies: Graded Requirements

Counseling Video Recording and Critique (with signed consent form)

You will record a counseling video session. Upload the session into Canvas Studio then submit the studio link for the video. The purpose of the recording is to demonstrate your use of primary counseling skills and your awareness of essential counseling processes. Identify the skills utilized on the critique, one to two examples of each skill used in session. Identify two to three additional skills you could have used in session, when you could have used the skills (exact video time in recording), and what specifically you would have said if you used the skill. Do not record the first counseling session. This will not count and you will be required to resubmit the entire assignment.

*If your site does not allow video recording, you may have your site supervisor or a **clinician from your specific site, who is not a student in this class, and is not a friend/relative** role-play as the client. You will be required to resubmit the assignment if you record a classmate. This is an ethical issue. Relational dynamics seep into the session when role-playing with someone that is a friend or family member. Include the consent for the recording and upload the signed consent with your recording.

CCR-S Evaluations Part I

At the end of the semester each student will provide evaluations of their supervisors and of their external sites. Students will be provided with two (CMHC/SC) formative evaluations at midterm and summative evaluations at the end of the semester (CACREP, 2016, III.C). Originals should be given to your faculty supervisor; you are advised to keep your own copies. Receiving a score of "1—Harmful" in any category on the CCS-R for your end-of-semester evaluation from a supervisor may result in an additional grade reduction if the supervisor believes you are not ready to advance to Internship.

Part II: Professional Dispositions and Behaviors: Non-graded Requirements

Faculty Group Supervision

24 hours of group supervision is required to pass the course. You are required to attend supervision each week. The class is both supervision and a university class with similar attendance expectations. You may miss up one class without penalty. The class missed may not be the same as your scheduled Case Conceptualization Review and Treatment Plan.

Individual Supervision

1 hour per week of individual supervision is required per site.

Ethical/Professional Conduct

Practicum/Internship students must behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including attire appropriate to professional counseling. Special attention is called to standards of confidentiality. Breaches of Ethical/Professional Conduct will trigger a Fitness to Practice Evaluation.

Evaluation of Site Supervisor

Students will turn in an evaluation of their site supervisor along with the final CCS-R.

TEA Field Observation Plans

Students will provide a plan for the Guidance and Group Counseling Observation.

TEA Field Observations

Two formal observations conducted by designated field supervisor of TEMPSC-III domains: Guidance and Group Counseling.

TEA School Counselor All Level (K-12) Evidence

Students will provide evidence of fieldwork completed in a setting different from their placement. For example, a high school counselor intern may deliver guidance lessons to middle school students. Required evidence includes: Lesson plans, presentation/counseling materials, and completion of a form validating the experience (provided by the instructor) and signed by the student, site-supervisor, and school counselor at the site.

Part II: Professional Dispositions and Behaviors: Graded Requirements

Syllabus Quiz

There are a lot of course requirements in this course. The syllabus quiz will help solidify your understanding of course requirements. You may use your syllabus to answer the questions.

CCS-R Evaluations Part II

At the end of the semester each student will provide evaluations of their supervisors and of their external sites (if applicable). Students will be provided with two (CMHC/SC) formative evaluations at midterm and summative evaluations at the end of the semester (CACREP, 2016, III.C). Originals should be given to your faculty supervisor; you are advised to keep your own copies. Receiving a score of “1—Harmful” in any category on the CCS-R for your end-of-semester evaluation from a supervisor may result in an additional grade reduction if the supervisor believes you are not ready to advance to Internship.

Part III: Administrative Paperwork, Case Conceptualizations and Treatment Plan

Insurance

All students must have professional liability insurance coverage before they will be permitted to see clients. Students are covered by TAMUCT insurance (CACREP, 2016, III.A) and are not required to purchase external professional liability insurance.

Weekly Hour Logs, Summative Hour Logs

The purpose of the log is to provide a record of all time spent in practicum/internship activities. The log serves as evidence that the student has met the content and time requirements of the internship. The log is to be signed by the appropriate supervisor and by the student. Logs should be submitted for review/signature on a weekly basis. ***You must submit one log per site per week even if you did not gain hours at the site.*** At the end of the semester, students will complete a summary log of all hours earned (***one summary log per site***) during the semester. Originals should be given to your faculty supervisor; you are advised to keep your own copies.

Upload your logs each week and save them using the format below:

First Initial. Last Initial Week # Location

Example: L.M. Week 3 CCFTC

*Save as a PDF. Ensure your log is on one page.

****If you miss a week, you are required to upload the log that goes with the assigned week. Do not upload multiple logs to one**

week (e.g., uploading Week 3 and 4 together under Week 4)

BHEC Practicum Form

The Behavioral Health Executive Committee Practicum Form verifies to the State of Texas that you have completed Practicum/Internship hours needed for licensure as an LPC-Associate. You can think of the BHEC log as a summary log for the state. You need one for each site per semester you are in Practicum/Internship.

Weekly School Counselor Use-of-Time Logs and Summative Use-of-Time Log

The purpose of the log is to provide a record of all time spent in school counselor specific activities. The log serves as evidence that the student is performing duties consistent with expectations and percentages set forth in the Texas Model for Comprehensive School Counseling Programs.

Brief Case Conceptualization

The purpose of the Brief Case Conceptualization is to prepare you for the Full Case Conceptualization, as well as illustrate the importance of preparing for supervision. Students be provided with a brief case conceptualization outline. Thoughtful consideration is required before presenting client concerns to your class, site supervisor, and university supervisor. In preparation for your case conceptualization review, you will complete a brief case conceptualization sheet and provide a copy to your classmates. Sharing your screen for this is not sufficient as the class will discuss feedback in randomly assigned breakout groups. You will spend 7 – 10 minutes discussing your client as it pertains to the case conceptualization sheet. After, you will request feedback specific to your conceptualization, treatment strategy, or interventions. The brief and full case conceptualizations do not have to be the same client.

Full Case Conceptualization

You will provide the class with a full case conceptualization completed outline. Your supervisor will provide a form to guide your completion of this assignment. All students will silently review the outline in class before the Full Case Conceptualization discussion. Next, you will discuss your formal case conceptualization (includes treatment plan) using de-identified client information (10-15 minutes) followed by audience questions (5-10 minutes). Next you will play your video recording (5-7 mins), and your classmates will discuss feedback in pairs for up to 10 minutes. After, they will provide feedback. Please record an individual. **Do not use couples or groups**. Rubric will be provided in Canvas. Make sure you practice before leading the review. You will be cut off if your time limit exceed the requirements for each section.

Comprehensive School Counseling Framework

Students will complete a comprehensive school counseling framework for their school site. Keep this information as you will need it for next semester as well:

- Delivery System Components (Framework Reference Document pgs. 2-3)
 - Section does not require a description and explanation of each component (i.e., Definition, Clients Served, Topics Addressed, and Counselor's Role(s) Administrator's Role(s) Teacher's Role(s) Parental Involvement).
 - Implementation examples will be completed as part of your TEA Field Observations. Please save your documentation as you will need them for assignments in the second semester of Internship.
- Program Evaluation Plan (Framework Reference Document p. 4)
 - This plan will be based on data from your school site including, but not limited to: Needs Assessments, Standardized Tests, School Report Card, Attendance Rates, Office Referrals, etc.
- Desired Program Design Priorities Form (Framework Reference Document p. 5)
 - This plan will be based on data from your school site including, but not limited to: Needs Assessments, Standardized Tests, School Report Card, Attendance Rates, Office Referrals, etc.
- Desired Program Balance Implementation Form (Framework Reference pg. 6)
 - Submit the appropriate calculations for your site. Does your time as a school counselor intern reflect the expectations in the different components based on your grade level?
 - Compare your School Counseling Process Log (time spent in different service delivery components) with the expectations for your grade level. Discuss
- Activity Slot/Program Component By Week (Framework Reference pg. 6-7)
- Sample Weekly Schedule
- Counselor Performance Evaluation Form
- School Counselor Job Description
- Organizational Chart
- Professional Development Plan
- Semester Calendar of Program Activities by TEMPSC Domains. See (Texas Model p. 105)
- BOY Campus Needs Assessment

Final Reflection 2.0 CMHC-SCCPP

Please submit two 5 minutes videos as detailed below:

CMHC Final Reflection Instructions: **A 5-minute video** summarizing the field practicum experiences will be submitted before the last class meeting. Maximum time: one minute per question. Answer any five of the following questions in your video.

- What were your expectations at the beginning of your Internship?
- What were your goals at the beginning of your Internship?
- In what ways did your site meet and not meet your expectations?
- What progress did you make towards reaching your goals?
- In what ways did your goals change?
- What were the most important things you learned in practicum this semester?
- What are some areas where you still want to grow?
- How have you changed as a counselor and as a person as a result of your practicum experience?

SCCPP: Final Reflection Instructions: **A 5-minute video** summarizing your school counseling experience. Max time: One minute per question. Answer all of following questions in your video.

- Review the items 1-5 below. Which of the five did you spend most of your time doing during your TEA Field Practicum for fall 2021? Elaborate on the item selected detailing specific tasks completed at your site.
 - Which of the five below items below did you spend the least amount of time on? Elaborate on the item selected detailing specific tasks completed at your site.
 - Which of the five below items would you like to have spent more time on during TEA Field Practicum at your site?
 - Which of the five items below do you feel most prepared for reflecting on your experience as a student in the A&M Central Texas SCCPP? Which were you least prepared for?
 - How might the SCCPP improve future school counseling students experience on the items below?
1. Experiences related to implementing strategies and activities to prepare students for a full range of postsecondary options and opportunities
 2. Experiences related to working with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school
 3. Experiences related to consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development
 4. Experiences related to participating in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program
 5. Experiences related to planning and presenting 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)

Week	Topic of Discussions	Assignments Due Sunday at 11:59 p.m. unless specified below.
Week 1: August 22 – 28 Class Day: August 23 Class Meeting Format: Virtual Synchronous CACREP Standard II.F.1.m	Overview of class Supervision Contract Site-Supervisor Agreements Discuss Site Work Comprehensive Exams Discussion TEA Field Observations TEA Supervisor Training Requirements 2 indirect -Group Supervision *No direct/indirect hours for fall 21 term may be collected before Monday, August 23	Logs Due Wednesdays at 11:59pm (from previous week)
Week 2: August 29 – September 4 Class Day: August 30 Class Meeting Format: None CACREP Standard II.F.5.d II.F.5.d II.F.5.f/n	Dr. McClendon out. No university supervision this week. Read: Sperry & Sperry article *Be ready to discuss September 6	Week 1: August 22 – 28: Hour Log Due, School Counselor Use of Time Log Due Supervision Contract Due Syllabus Quiz Due
Week 3: September 5 – 11 Class Day: September 6 Class Meeting Format: Virtual Synchronous CACREP Standard 11.F.5.f/n 11.F.5.d 11F.1.i	September 6, 2021 Labor Day (University open and classes will be held) Schedule Guidance Observation Case Conceptualization/Treatment Planning 2 hours indirect -Group Supervision	Week 2: August 29 – September 4: Hour Log Due School Counselor Use of Time Log Due Chapter 1-3: Sperry & Sperry
Week 4: September 12 – 18 Class Day: September 13 Class Meeting Format: In-Person Warrior Hall Room 315 CACREP Standard 11.F.5.g/i	Brief Case Conceptualization Example: Dr. McClendon will model Brief Case Conceptualization Suicide/crisis Intervention Documentation, Ethics One Page ASCA Statement on 504/IEPs 2 hours indirect -Group Supervision	Week 3: September 5 – 11: Hour Logs Due School Counselor Use of Time Log Due Chapter 4-5: Sperry & Sperry
Week 5: September 19 – 25 Class Day: September 20 Class Meeting Format: Virtual Synchronous CACREP Standard II.F.2.a/b/c/f/h II.F.5.d/f	Diversity & Multicultural Counseling Competencies Brief Case Conceptualization: Brief Case Conceptualization: Guidance Observation Deadline 2 hours indirect- Group Supervision	Week 4: September 12 – 18: Hour Logs Due School Counselor Use of Time Log Due Sperry & Sperry Theory Chapter (one from 6-10) Guidance Observation Deadline
Week 6: September 27 – October 2 Class Day: September 27 Class Meeting Format: In-Person Warrior Hall Room 315 CACREP Standard II. F.1.1.	Counselor Burnout and Professional Self-Care Wellness Class Discussion Schedule Advisory Council Presentations Brief Case Conceptualization: Brief Case Conceptualization: 2 hours indirect -Group Supervision	Week 5: September 19 – 25: Hour Logs Due School Counselor Use of Time Log Due
Week 7: October 3 – 9 Class Day: October 4 Class Meeting Format: Virtual Synchronous CACREP Standard II.F.2.b/d/e	Counseling and Social Justice Issues Cultural Autobiography Supervisee Questionnaire/Discussion Brief Case Conceptualization: Brief Case Conceptualization: 2 hours indirect -Group Supervision	Week 6: September 26 – October 2: Hour Logs Due School Counselor Use of Time Log Due

<p>Week 8: October 10 – 16 Class Day: October 11 Class Meeting Format: In-Person Warrior Hall Room 315</p>	<p>Brief Case Conceptualization: Brief Case Conceptualization: 2 hours indirect -Group Supervision</p>	<p>Week 7: October 3 – 9: Hours Log Due Mid-Semester Evaluations due School Counselor Use of Time Log Due</p>
<p>Week 9: October 17 – 23 Class Day: October 18 Class Meeting Format: Virtual Synchronous</p> <p>CACREP Standard II.F.1.m II.F.1.f/g</p>	<p>The Role of Supervision Brief Case Conceptualization: Brief Case Conceptualization: CaseConceptualization/TreatmentPlan/Video Recording/Critique: 2 hours indirect- Group Supervision</p>	<p>Week 8: October 10 – 16: Hour Log Due School Counselor Use of Time Log Due</p>
<p>Week 10: October 24 – 30 Class Day: October 25 Class Meeting Format: In-Person Warrior Hall Room 315</p> <p>CACREP Standard</p>	<p>Professional counseling associations CaseConceptualization/Treatment/Plan/Video Recording/Critique: Case Conceptualization/Treatment Plan/Video Recording/Critique: 2 hours indirect- Group Supervision</p>	<p>Week 9: October 17 – 23 Hour Log Due School Counselor Use of Time Log Due</p>
<p>Week 11: October 31 – November 6 Class Day: November 1 Class Meeting Format: Virtual Synchronous</p> <p>CACREP Standard</p>	<p>CaseConceptualization/TreatmentPlan/Video Recording/Critique: Case Conceptualization/Treatment Plan/Video Recording/Critique: 2 hours indirect- Group Supervision</p>	<p>Week 10: October 24 – 30: Hour Logs Due School Counselor Use of Time Log Due</p>
<p>Week 12: November 7 – 13 Class Day: November 8 Class Meeting Format: In-Person Warrior Hall Room 315</p> <p>CACREP Standard</p>	<p>CaseConceptualization/TreatmentPlan/Video Recording/Critique: Case Conceptualization/Treatment Plan/Video Recording/Critique: 2 hours indirect- Group Supervision</p>	<p>Week 11: October 31 – November 6: Hour Log Due School Counselor Use of Time Log Due</p>
<p>Week 13: November 14 – 20 Class Day: November 15 Class Meeting Format: Virtual Synchronous</p> <p>CACREP Standard</p>	<p>CaseConceptualization/TreatmentPlan/Video Recording/Critique: Case Conceptualization/Treatment Plan/Video Recording/Critique: Group Counseling Observation Deadline 2 hours indirect- Group Supervision</p>	<p>Week 12: November 7 – 13: Hour Log Due School Counselor Use of Time Log Due Group Counseling Observation Deadline</p>
<p>Week: 14: November 21 – 27 Class Day: November 22 Class Meeting Format: Virtual Synchronous</p> <p>CACREP Standard</p>	<p>CaseConceptualization/TreatmentPlan/Video Recording/Critique: Case Conceptualization/Treatment Plan/Video Recording/Critique: 2 hours indirect- Group Supervision</p>	<p>*Last class opportunity for case conceptualizations School Counselor Use of Time Log Due</p>

Week 15: November 28 – December 4 Class Day: November 29 Class Meeting Format: In-Person Warrior Hall Room 315	2 hours indirect- Group Supervision	Week 13: November 14 – 20: Hour Log Due Week: 14: November 21 – 27 School Counselor Use of Time Log Due 13, 14 Final Reflection Video Due Final Evaluations Due
Week 16: December 5 – 10 Class Day: Individual Closeout Class Meeting Format: Virtual Synchronous CACREP Standard	Individual Meetings to “Close Out” for semester occur throughout this week (Mon- Thurs). .5 faculty indirect -individual supervision	Week 15: November 28 – December 4: Hour Log Due Week 16: December 5 – 10: Hour Log Due SCUT Logs 15-16 Due Summary Hours Log Due, Summary Log SCUT BHEC log(s) Due All hours paperwork is due by 11:59PM on <i>Friday, December 10</i>

Hours Matrices

Minimum

<i>Total Direct Hours</i>	<i>University Supervision</i>	<i>Site Supervision</i>	<i>Minimum Weekly Hours (Direct)</i>
90	24	1 hour per week (average) when seeing clients	5.625

Recommended

<i>Total Hours</i>	<i>Total Direct Hours (40%)</i>	<i>Total Indirect (60%)</i>
300	120	180

Weekly Recommended

<i>Direct Hours (Weekly) 40%</i>	<i>Indirect (Weekly) 60%</i>	<i>Grand Total</i>
7.5 hours	11.25 hours (includes supervision)	300

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

September 6, 2021 Labor Day (University open and classes will be held)

October 18, 2021 Class Schedule Published for Spring Semester

December 10, 2021 Fall Semester Ends

December 10, 2021 Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)

December 10, 2021 Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee

December 10, 2021 Fall Commencement Ceremony Bell County Expo 7 pm

Students enrolled in the SCCPP will meet the following learner standards:

School Counselor Certificate Standards (TAC §239.15): The following school counselor certification standards are addressed in this course:

(b) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (1) the history and philosophy of counseling;
- (2) counseling and consultation theories and practices;
- (3) career development theories and practices;
- (4) the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;
- (5) assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;
- (6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (7) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development, along with comprehensive school counseling programs;
- (8) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;
- (10) the characteristics and educational needs of special populations;
- (11) techniques and behavioral interventions to assist teachers with classroom management;
- (12) the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;
- (13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;
- (14) counseling-related research techniques and practices;
- (15) developing and teaching best practices on leadership skills;
- (16) how cultural factors and group membership impact individual students;
- (17) the comprehensive school counseling program model;
- (18) how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and
- (19) an understanding of systems, including family dynamics and school environments.

(c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating *The Texas Model for Comprehensive School Counseling Programs*;
- (2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in *The Texas Model for Comprehensive School Counseling Programs*;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;
- (5) coordinate resources, referrals, and follow-up procedures for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
- (7) participate in the selection, use, and interpretation of assessments and assessment results;
- (8) use multiple sets of information and data to make decisions about students, programs, and services;
- (9) use counseling-related research techniques and evidence-based practices to address student needs;
- (10) advocate for a comprehensive school counseling program that is responsive to all students;
- (11) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;
- (12) maintain proficiency in counseling and campus-related technology; and
- (13) use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.

(d) Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services;

- (5) act as a consultant to help learners achieve success inside and outside of school;
- (6) advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;
- (7) create a program mission, goal, and services in alignment with the school mission and campus improvement plan;
- (8) create and disseminate literature or newsletters to all stakeholders that describe the comprehensive school counseling program and reduce negative stigmas associated with receiving counseling services in a school-based program;
- (9) establish an advisory council or board with membership of all stakeholders (student, parent, teacher, administrator, community member, other personnel, and support specialists);
- (10) increase public relations and awareness through community outreach, such as fundraising, grant writing, donations, volunteerism, local businesses, and use of public or guest speakers;
- (11) provide school-wide professional development and parent workshops throughout the school year;
- (12) support participation in fair-share responsibilities versus non-counseling related duties;
- (13) know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and
- (14) develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.

(e) Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;
- (3) facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special populations, by promoting a cooperative, inclusive, purposeful learning environment;
- (4) take a positive, strength-based approach that builds on commonalities versus differences in all learners;
- (5) understand how environment and behavior may impact or influence individual learners;
- (6) ensure equitable access to programs and services for all students;
- (7) understand how family values, group membership, and culture intersect;
- (8) acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;
- (9) increase students' awareness and include their voices regarding educational and individualized plans; and
- (10) ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.

(f) Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (1) demonstrate effective communication through oral, written, and nonverbal expression;
- (2) use knowledge of group dynamics and productive group interaction;
- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- (4) facilitate learners' access to community resources;
- (5) develop and implement strategies for effective internal and external communications;
- (6) facilitate parent/guardian involvement in their children's education;
- (7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community;
- (9) take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;
- (10) effectively communicate his or her role and responsibility and counselor identity to all stakeholders to reduce confusion about the duties of a school counselor;
- (11) adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and
- (12) facilitate access to and use of school and community information and resources related to postsecondary opportunities and college and career readiness by learners, parents/guardians, teachers, administrators, and community members.

(g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

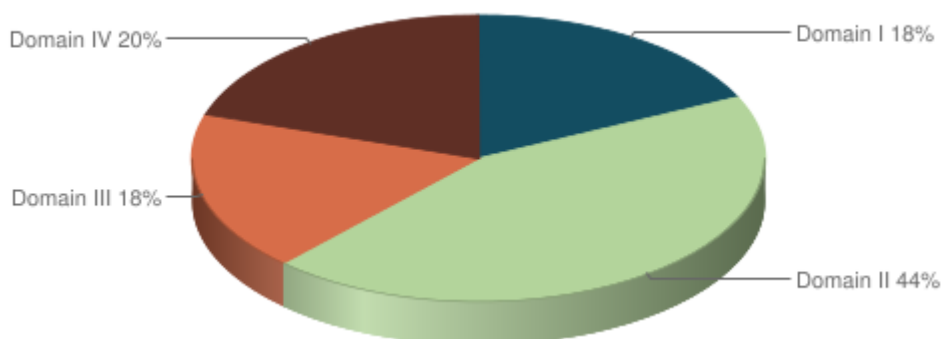
- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- (4) apply research-based practice to improve the school guidance and counseling program;
- (5) engage in ongoing professional development to improve the school guidance and counseling program; and
- (6) engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting postsecondary opportunities and preparation for all learners

The TExES School Counselor (252) exam is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 90 selected-response questions and the 1 constructed-response question are based on the School Counselor exam framework. Questions on this exam range from grades EC–12. Your final scaled score will be based only on scored questions.

The Standards

- Standard I** Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.
- Standard I** Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*.
- Standard III** Learner-Centered Process: The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth.
- Standard IV** Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.
- Standard V** Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.
- Standard VI** Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

Domains and Competencies



Domain 1, Knowledge of Learners, Approximate exam weight equals 18%

Domain 2, The Comprehensive School Counseling Program, Approximate exam weight equals 44%

Domain 3, The Professional School Counselor, Approximate exam weight equals 18%

Domain 4, Analysis and Response, Approximate exam weight equals 20%

The content covered by this exam is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I—Knowledge of Learners

Competency 001—(Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.

For example:

1. Demonstrate knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents; developmental challenges at different stages of development; and how to support students' development across domains.
2. Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.
3. Demonstrate knowledge of learning theories; how students construct knowledge, acquire skills, and develop strategies for responding effectively to challenges; and how students' development in the various domains can influence learning.
4. Apply knowledge of variables that may influence a student's development, learning, and behavior (e.g., environment, health, socioeconomic circumstances, disability, life experiences, language fluency, stress, trauma, individual learning style, culture, gender identity, ethnicity, race, geopolitical factors).
5. Apply knowledge of the characteristics and needs of students within special populations (e.g., gifted and talented, homeless, migrant, special education, English learners, immigrants, refugees, students who meet at-risk criteria).
6. Apply knowledge of developmentally appropriate strategies that are based on research for building on students' strengths and helping students acquire effective learning strategies.
7. Apply knowledge of how to plan and implement developmentally appropriate activities, experiences, and interventions that are responsive to students' needs and facilitate optimal development across the life span.

Competency 002—(Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

For example:

1. Demonstrate knowledge of ways in which diverse characteristics (e.g., race, culture, ethnicity, religion, gender identity, socioeconomic status, linguistic diversity, immigration status, exceptionality, learning styles, physical or cognitive abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas.
2. Apply knowledge of strategies for promoting understanding of, sensitivity to, and interaction with students' diverse characteristics and for fostering awareness, appreciation, and respect for diversity.
3. Apply knowledge of strategies for helping all students feel welcome; using students' diverse characteristics and backgrounds to enrich learning experiences; and building a learning community characterized by respect for, affirmation of, and interaction with all students.
4. Demonstrate knowledge of ways to encourage the development of an inclusive learning community where students assume responsibility, participate in decision making, and work independently as well as collaboratively in learning activities.
5. Demonstrate knowledge of strategies for teaching about bias, stereotyping, prejudice, discrimination, and oppression and how these issues may affect students, including strategies for intervening with students who demonstrate inappropriate behaviors.
6. Recognize changing societal trends (e.g., demographic, economic, technological) and cultural, economic, and political issues surrounding diversity, equity, and access.
7. Demonstrate knowledge of cultural competencies related to diversity, equity, and access and the importance of acknowledging personal biases, addressing personal prejudices, and promoting culturally responsive behaviors that affirm all students' humanity.
8. Demonstrate knowledge of restorative practices, mediation, and conflict resolution strategies, and ways to support the development of these programs within the school environment.

Domain II—The Comprehensive School Counseling Program

Competency 003—(Guidance): Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in *The Texas Model for Comprehensive School Counseling Programs*.

For example:

1. Apply knowledge of how to analyze various types of data (i.e., process, perception, and outcome) and other information to identify students' strengths and needs in order to inform guidance curriculum development.
2. Demonstrate knowledge of procedures for engaging in ongoing review of students' knowledge, skills, and abilities; strategies for providing appropriate and relevant feedback; and methods for evaluating student progress.
3. Demonstrate knowledge of curriculum design, lesson plan development, differentiated instruction, assessment of student competency attainment, and classroom management as applied to the developmental guidance curriculum.
4. Demonstrate knowledge of the scope and sequence of student competencies in the strategic curricular areas of the guidance curriculum (i.e., intrapersonal effectiveness, interpersonal effectiveness, postsecondary and career readiness, and personal health and safety) and strategies for supporting students in setting and attaining challenging educational, career, personal, and social goals.

5. Apply knowledge of instructional strategies, activities, and resources to promote students' acquisition of age-appropriate knowledge, skills, and abilities in the developmental guidance curriculum and strategies for working collaboratively to integrate guidance and academic curricula.
6. Apply knowledge of the components of and techniques for promoting social skills and emotional wellness across grade levels.

Competency 004—(Responsive Services): Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

For example:

1. Distinguish between preventive, remedial, and crisis levels of responsive services.
2. Apply knowledge of how to design and implement preventive services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging situations (e.g., peer pressure, social media, life events).
3. Apply knowledge of how to design, implement, and evaluate intervention plans within a multi-tiered system of supports, linking interventions to assessment data and considering factors (e.g., cultural, socioeconomic, race, ethnicity, linguistic, experiential) related to the use of data.
4. Apply knowledge of individual and group counseling theories and evidence-based practices, techniques, and skills associated with specific counseling approaches.
5. Use appropriate methods and procedures for counseling individuals in given situations.
6. Use appropriate methods and procedures for group counseling, and demonstrate knowledge of group dynamics as well as productive group interaction.
7. Use consultative theories and related strategies, techniques, and behavioral interventions to assist teachers with classroom management.
8. Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.
9. Use consultative skills to support parents/guardians in clarifying identified student problems and underlying causes and in determining alternative solutions for problem resolution.
10. Apply knowledge of techniques for helping students develop decision-making skills, recognize the relationship between decisions and outcomes, and understand the potential consequences of choices.
11. Demonstrate knowledge of signs and symptoms of mental health and trauma-related issues in children and adolescents and a variety of intervention skills and trauma-informed practices to respond effectively to the needs of individuals and groups experiencing crises or other traumatic events.

Competency 005—(Individual Planning): Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

For example:

1. Demonstrate knowledge of individual educational planning as a component of the developmental school counseling program and how to guide students to help enhance their own educational development.
2. Demonstrate knowledge of factors, issues, and procedures related to academic placement and selection of student courses in various situations.
3. Apply knowledge of methods for helping students establish short- and long-term goals, monitor progress, and direct their own learning as appropriate.
4. Apply knowledge of strategies for helping students fulfill graduation requirements, research and choose postsecondary programs, prepare for entrance examinations, and meet admission requirements.
5. Apply knowledge of strategies for supporting students in identifying and understanding their abilities, interests, and aptitudes and for assisting all students with programs of study to prepare effectively for secondary and postsecondary educational or employment opportunities.
6. Apply knowledge of theories, models, and principles of career development and methods for helping students meet the Texas College, Career, and Military Readiness Standards.
7. Demonstrate knowledge of information sources and procedures related to postsecondary program application (e.g., college, university, vocational, technical, military, apprenticeship) and how to seek financial assistance (e.g., federal or state financial aid, loans, scholarships, grants).

Competency 006—(Systems Support): Understand procedures, processes, and strategies for providing systems support.

For example:

1. Demonstrate knowledge of systems support as a component of a comprehensive school counseling program (e.g., participation on campus-based improvement teams, formation of campus policies and programs to address identified school needs, development of schoolwide programs to promote positive outcomes for students) and the school counselor's role as a change agent in support of systemic improvement.
2. Demonstrate knowledge of the school counselor's role as a participant on decision-making teams (e.g., advisory boards, school improvement committees, student support teams, curriculum committees).
3. Apply knowledge of procedures for planning, designing, and implementing schoolwide programs (e.g., drug education, bullying prevention, personal safety, mental health and wellness, crisis response) to address students' identified personal, social, educational, and career needs.
4. Apply knowledge of procedures for designing and presenting professional growth activities to support school staff and parents/guardians in promoting optimal educational, career, personal, and social development of all students.
5. Demonstrate knowledge of strategies for facilitating effective teamwork within the school and the community and for building effective working teams of educators, families, and community members to support students' achievement and success.

Competency 007—(Program Management): Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

For example:

1. Demonstrate knowledge of strategies for and factors to consider in developing a meaningful and purposeful mission statement for the comprehensive school counseling program.
2. Demonstrate knowledge of the assumptions on which effective and comprehensive school counseling programs are based, including recommended programmatic conditions and resource allocations, and strategies for defining the program's rationale and parameters.
3. Apply knowledge of processes and strategies for defining goals and priorities for a comprehensive school counseling program based on various needs assessment strategies and data sources.
4. Demonstrate knowledge of the organizational structure and components of an effective and comprehensive school counseling program that is aligned with *The Texas Model for Comprehensive School Counseling Programs*.
5. Apply knowledge of strategies for communicating information about the comprehensive school counseling program to stakeholders, including teachers, parents/guardians, administrators, district personnel, and community partners.
6. Apply knowledge of processes and techniques for engaging in ongoing data collection and analysis to assess, adapt, and improve the comprehensive school counseling program and demonstrate accountability; processes for defining criteria for the evaluation of the program; and methods for reporting results of program evaluations.
7. Demonstrate knowledge of how to select appropriate and nondiscriminatory instruments, measures, methods, and materials for gathering information and the importance of collecting data and other information across environments (e.g., home, school, community).
8. Demonstrate knowledge of planning and managing tasks that support the activities of the comprehensive school counseling program and the appropriate allocation of time and resources.

Domain III—The Professional School Counselor

Competency 008—(Communication, Consultation, and Collaboration): Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

For example:

1. Demonstrate knowledge of procedures and strategies for effective communication, consultation, and collaboration in the educational environment, including the use of face-to-face, written, and technology-based communication methods.
2. Demonstrate knowledge of the components of culturally responsive, school-based consultation.
3. Apply knowledge of strategies, procedures, and processes for collaborating with stakeholders and using data, resources, and technology to create learning environments that promote educational access, equity, and success for every student.
4. Apply knowledge of methods for communicating with stakeholders for the purpose of promoting understanding of the professional school counselor's role and the comprehensive school counseling program's goals and services.
5. Demonstrate knowledge of methods and processes for identifying, accessing, and coordinating school and community resources to make appropriate in-school and out-of-school referrals.

6. Apply knowledge of strategies for facilitating parent/guardian involvement in the educational process in order to promote student achievement and success.
7. Apply knowledge of strategies for communicating the purpose and results of assessment information accurately, legally, and ethically to students, parents/guardians, educational professionals, and others as appropriate.

Competency 009—(Professional Practice): Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

For example:

1. Demonstrate knowledge of the history and philosophy of comprehensive school counseling programs.
2. Demonstrate knowledge of professional responsibility domains for school counselors articulated in *The Texas Model for Comprehensive School Counseling Programs*.
3. Identify elements of the professional school counselor orientation; the roles and responsibilities of the school counselor in various educational contexts; and strategies for articulating, modeling, and advocating for an appropriate school counselor identity.
4. Demonstrate knowledge and interpretation of various formal and informal assessments to assist students and others in sound decision making and goal setting.
5. Apply knowledge of leadership and advocacy strategies to promote a positive school culture and support educational access, equity, inclusiveness, and student success in the school and community.
6. Demonstrate knowledge of various activities to facilitate ongoing professional growth and development at the personal and program level.
7. Demonstrate knowledge of how to use self-assessment, professional relationships and consultation, and continuing education, including maintaining technological proficiency, to improve professional practice and outcomes for students.
8. Demonstrate knowledge of federal, state, and local laws, regulations, rules, and policies related to the practice of school counseling and their application in various school counseling contexts.
9. Apply knowledge of ethical standards for professional school counselors (e.g., Code of Ethics and Standard Practices for Texas Educators, American Counseling Association Code of Ethics, American School Counselor Association Ethical Standards for School Counselors) and their application in various school counseling contexts.
10. Recognize emerging issues and trends in school counseling and the legal and ethical implications associated with these issues and trends.

Domain IV—Analysis and Response

Competency 010—(Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

For example:

1. Analyze various forms of student data to identify and describe, with supporting evidence, a student's educational, career, personal, or social need.

2. Integrate knowledge of effective counseling approaches and best practice to select a developmentally appropriate intervention for addressing an identified student need.
3. Apply knowledge of techniques for collaboration to explain an appropriate method for involving others in the implementation of interventions to address an identified student need.
4. Apply knowledge of assessment to select an appropriate method for evaluating the effectiveness of an intervention in addressing an identified student need.

Technology Requirements and Support

This course uses the learning management software: Canvas and WebEx. You will need a reliable internet connection for Synchronous Online class meetings. Wired internet is best for fast processing speed. I need to see you in class as well. Please have a functioning computer camera to use for class.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (A&M-Central Texas) is a free service open to all A&M-Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at

bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[<http://tamuct.libguides.com/index>].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

If you have concerns about copyright protection of your syllabus or course materials, consider adding the following notice

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.