

Mental Health Intern-Sch Coun - 10616 - COUN 5386 – 140

School Counselor Certification Preparation Program Field Practicum Requirements

Spring 2023

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

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

Class Time: Every other Thursday from 5:00pm – 8:00pm.

Class Location: 313

Office: WH 318E

Email: lmclendon@tamuct.edu

Office Hours: Virtual Hours – Monday, Tuesdays, Wednesdays 11 am to 1:00pm. Monday-Wednesday evening hours available by appointment on 2nd and 4th weeks of the month (Bi-monthly). Please make appointments at least 24 hours in advance.

Purpose of Office Hours

I invite students to meet me during office hours. Why use office hours? To discuss material you are struggling with, to discuss obstacles that you want to overcome related to class or the counseling program, to discuss what classes to take next semester, for professional advice, to establish a relationship, to discuss practicum / internship, and / or to inquire about potential research opportunities. For appointments with me, please book using the following link:

<https://outlook.office365.com/owa/calendar/CounselingPsychologyDepartment@tamuct.onmicrosoft.com/bookings/s/0wcN0mm1L0yE4pMis1z2dw2>

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.

This is a Web-Enhanced course. The majority of course activities are in the classroom, but supplemented by online activities. (11-49% online activity) conducted asynchronously (via Canvas Modules) or synchronously via a virtual platform (i.e., Microsoft Teams), with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

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

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [<https://apps.apple.com/app/safezone/id533054756>]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COURSE INFORMATION

Course overview and description:

In addition to the CMHC requirements, students enrolled in the School Counselor Certification Preparation Program (SCCPP) will complete Field Practicum professional activities identified in the School Counselor Certificate Standards of Texas Administrative Code (TAC §239.15). 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 field practicum specified in the Requirements for Educator Preparation Programs [TAC §228.35(e)(8)] 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 toward school counselor certification.

Site Requirements

School counseling students are expected to complete all hours in a [Texas Education Agency approved school setting](#) [TAC 228.2(29)] under the site supervision of a certified school counselor with [at least three years of experience](#) [TAC 228.2(33)]. Your direct client contact hours must be different from what you usually do at work as a teacher.

The SCCPP Field Practicum 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 with the appropriate experience requirements. In special circumstances, a second site is necessary to complete practicum clinical hours and/or other assignments. The second site must conform to the site requirements specified above.

Field Observations

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, students will receive at least three formal observations during their field work. Students will be observed in an assigned and scheduled activity addressing the guidance, counseling, consultation, and leadership (TAC §239.15). Observations are required during the 1/3, 2/3, and 3/3 of Field Practicum. The observation will be for a minimum of 45 minutes and will be conducted by a field supervisor designated by the SCCPP Field Supervisor.

Required Textbooks

Texas Education Agency. (2018) *The Texas model for comprehensive school counseling programs* (5th ed.). Texas Counseling Association. Austin, TX: Texas Counseling Association.

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

Comprehensive School Counseling

SCCPP Field Practicum students will apply 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* and participate 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 [TAC 239.15(c)(d)].

Example activities:

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

Grading

Part I: 30 % Appropriate counseling skills/competencies				
<i>Assignment</i>	<i>Percentage</i>	<i>Points</i>	<i>Scoring</i>	<i>Scorer</i>
School Counselor All Level (K-12) Evidence	N/A	N/A	Complete/Incomplete	Faculty
Classroom Guidance Session Plan (Practicum I)	N/A	N/A	Complete/Incomplete	Faculty/Field Supervisor
Classroom Guidance Observation (Practicum I)	N/A	N/A	Complete/Incomplete	Faculty/Field Supervisor
Consultation Session Plan (Practicum II)	N/A	N/A	Complete/Incomplete	Faculty/Field Supervisor
Consultation Observation (Practicum II)	N/A	N/A	Complete/Incomplete	Faculty/Field Supervisor
Advisory Council Plan and Artifacts (Practicum II)	N/A	N/A	Complete/Incomplete	Faculty
Advisory Council Observation (Practicum II)	N/A	N/A	Complete/Incomplete	Faculty
Assessment of School Counselor Competencies (ASCC): Midterm Evaluation	50%	15	Part I: CCS	Site Supervisor
Assessment of School Counselor Competencies (ASCC): Final Evaluation	50%	15	Part I: CCS	Site Supervisor

Part II: 30% Professional Dispositions and Behaviors				
<i>Assignment</i>	<i>Percentage</i>	<i>Points</i>	<i>Scoring</i>	<i>Scorer</i>
Group Supervision	N/A	N/A	Complete/Incomplete	Faculty
Individual Supervision	N/A	N/A	Complete/Incomplete	Site Supervisor
Ethical/Professional Conduct	N/A	N/A	Complete/Incomplete	Faculty
Assessment of School Counselor Competencies (ASCC): Midterm Evaluation	40%	12	Part II: ASCC	Site Supervisor
Assessment of School Counselor Competencies (ASCC): Final Evaluation	40%	12	Part II: ASCC	Site Supervisor
SCCPP Evaluation of Site/Supervisor	20%	6	Complete/Incomplete	Faculty
Part III: 40% Administrative Paperwork, Comprehensive School Counseling				
<i>Assignment</i>	<i>Percentage</i>	<i>Points</i>	<i>Scoring</i>	<i>Scorer</i>
School Counseling Practicum Logs: 1 per site (Weekly/Summary)	N/A	N/A	Complete/Incomplete	Faculty
School Counselor Use-of-Time Logs	N/A	N/A	Complete/Incomplete	Faculty
School Counseling Framework	70%	28	Rubric	Faculty
Final Reflection	30%	12	Rubric	Faculty

Grading	Points	Grand Total
Part I: Skills/Competencies	30 points	_____/100 points
Part II: Professional Dispositions	30 points	
Part III: Administrative Paperwork, Comprehensive School Counseling	40 points	

Assessment of School Counselor Competencies: 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 formative evaluations at midterm and summative evaluations at the end of the semester. 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 ASCC 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 School Counselor Certification Preparation Program Field Practicum II or III.

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

SCCPP students must behave in accordance with the Texas Educator Code of Ethics and ASCA 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 ASCC.

Part II: Professional Dispositions and Behaviors: Graded Requirements

Assessment of School Counselor Competencies: Part II

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 formative evaluations at midterm and summative evaluations at the end of the semester. 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 ASCC 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 School Counselor Certification Preparation Program Field Practicum II or III.

Field Practicum Observation Plans

Students will provide a plan for the observation to be discussed during the Observation Preconference for the identified observation.

Field Practicum Observations

At least three observations conducted by designated field supervisor will occur during the Field Practicum Experience.

School Counselor All Level (K-12) Evidence

Field Practicum 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 III: Administrative Paperwork, Comprehensive School Counseling

School Counseling Practicum Weekly Hour Logs, Summative Hour Logs

The purpose of the log is to provide a record of all time spent in practicum activities. The log serves as evidence that the student has met the content and time requirements of the SCCPP Field Practicum. The log is to be signed by the site 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.

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 School Counselor Certificate Standards (TAC §239.15).

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. However, this framework has slightly different requirements than the one submitted in COUN 5352 Foundations of Professional School Counseling. Namely:

- 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 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 Exams, 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 Exams, 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 Use-of-Time Logs (time spent in different service delivery components) with the expectations for your grade level.
- Activity Slot/Program Component By Week (Framework Reference pg. 6-7)
 - Not required. The School Counseling Process Log will take its place.
- Sample Weekly Schedule
- Counselor Performance Evaluation Form
 - ASCC
- Semester Calendar of Program Activities
- BOY Campus Needs Assessment
- TEMPSC III Pre-Evaluation, Midterm Evaluation, Final Evaluation (Completed by Field Supervisor)
- TEMPSC III Professional Development Plan

Final Reflection

SCCPP: Final Reflection Instructions: **4 pages** summarizing your school counseling experience in each of the areas 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)

The TExES School Counselor (252) exam

The TExES School Counselor (252) exam was 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 and contains the following domains covered during Field Practicum and the SCCPP coursework.

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.

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.

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*.

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.

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

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

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

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.

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.

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.

CACREP Standard	Class Meeting Schedule	Topic of Discussion	Assignments are Due on Class Date Listed
II.F.1.mI I.F.5.d II.F.5.f II.F.5.n II.F.1.k	Week 1: 1/17/23 – 1/22/23 Class Day: 1/19/23 F2F (On campus)	<ul style="list-style-type: none"> •Overview of class •TEMPSC-III Domains •SCCPP Practicum Logs •School Counselor Use-of-Time Logs •Check for Students’ Site Selection Completion •Field Observations •Site Supervisor Training Requirements •Review ASCC School Counselor Comprehensive Exams Discussion TEExES exam <p>3 indirect hours -Group Supervision</p>	
	Week 2: 1/23– 1/29 No Class Meeting		Week 1: School Counselor Practicum Log Due Week 1: School Counselor Use-of Time Log Due
II.F.1.1 II.F.1.i V.C.2.1	Week 3: 1/30 – 2/5 Class Day: 2/2/23 Synchronous: Microsoft Teams	<p>Review Professional Dispositions, Texas Educator Code of Ethics, ASCA Code of Ethics, Applicable Laws</p> <ul style="list-style-type: none"> •Schedule first field Observation •Supervision Contract: TEMPSC III Pre-Evaluation Conference •Introduce Comprehensive Framework •Introduce Field Observation Plan <p>3 indirect hours -Group Supervision</p>	Week 2: School Counselor Practicum Log Due Week 2: School Counselor Use-of Time Log Due Comprehensive School Counseling Framework: 1) completed foundational components for site, 2) Bring Campus Improvement plans and guidance program documents to class
	Week 4: 2/6 to 2/12 No Class Meeting	N/A	Week 3: School Counselor Practicum Log Due Week 3: School Counselor Use-of Time Log Due Comprehensive School Counseling Framework:

			1) Completed Needs Assessments for faculty, staff, parents, 2) Pro- gram Design Priorities form
11.F.5.g II.F.5.h V.C.3.a V.C.3.b V.C.1.c	Week 5: 2/13 to 2/19 Class Day: 2/16 F2F (On campus)	<ul style="list-style-type: none"> ● Discuss campus needs assessment and program planning (e.g. inter- views, campus goals and program goals, etc) ● Review Program Design Priorities form ● Discuss development of Foundation- al Components ● Discuss program planning (calendar development) based on school counselor’s competencies (8) and ● Program delivery components (4) ● Attention to H.B. 5 strategies for ca- reer development ● Attention to Individual planning at all ages K-5 <p>Deadline for first field Observation and Plan</p> <p>3 hours indirect -Group Supervision</p>	<p>Week 4: School Counselor Practicum Log Due Week 4: School Counselor Use-of Time Log Due</p> <p>Comprehensive School Counseling Framework: Semester calendar of activities</p> <p>TEMPSC III- Pre-Evaluation p. 30, Form pgs. 1-2 (Complete in Class)</p>
	Week 6: 2/20 to 2/26 No Class Meeting		<p>Week 5: School Counselor Practicum Log Due Week 5: School Counselor Use-of Time Log Due</p>
II.F.2.a II.F.2.b II.F.2.c II.F.2.f II.F.2.h II.F.5.d II.F.5.df	Week 7: 2/27 to 3/5 Class Day: 3/2 Synchronous: Microsoft Teams	<ul style="list-style-type: none"> •Begin scheduling second Observation •Discuss TEMPSC III Professional Behaviors and Professional Standards •Introduce/discuss Professional Development Plans <p>_____</p> <p>3 hours indirect -Group Supervision</p>	<p>Week 6: School Counselor Practicum Log Due Week 6: School Counselor Use-of Time Log Due</p> <p>TEMPSC III- Pre-Evaluation p. 30, Form pgs. 3: Workshop Planning (Complete in Class)</p>
II.F.5.d II.F.5.f V.C.2.1 V.C.3.b V.C.3.c 11.F.5.i	Week 8: 3/6 to 3/12 No Class Meeting	<p style="text-align: center;">Documentation</p> <p style="text-align: center;">Suicide/crisis Intervention Practice</p> <p style="text-align: center;">Suicide/crisis Intervention</p>	<p>Week 7: School Counselor Practicum Log Due Week 7: School Counselor Use-of Time Log Due</p> <p>ASCC Mid-Semester Evaluations due</p>
	Week 9: 3/13 to 3/19 No Class Meeting	SPRING BREAK	
	No Class Meeting Week 10: 3/20 to 3/26		<p>Week 9: School Counselor Practicum Log Due Week 9: School Counselor Use-of Time Log Due</p>
II.F.6.b V.C.1.b V.C.1.c V.C.2.j V.C.3.a	Week 11: 3/27 to 4/2 Class Day: 3/30 Synchronous: Microsoft Teams	<p>Group Work and Children and Adolescents</p> <p>3 hours indirect -Group Supervision</p>	<p>Week 10: School Counselor Practicum Log Due Week 10: School Counselor Use-of Time Log Due</p> <p>TEMPSC III- Midterm Evaluation with supporting documentation: Pre-Evaluation p. 30, Form pgs. 3, Professional Development Plan, signed by field supervisor</p>
	Week 12: 4/3 to 4/9 No Class Meeting		<p>Week 11: School Counselor Practicum Log Due Week 11: School Counselor Use-of Time Log Due</p>
V.C.1.b V.C.1.c V.C.2.j V.C.3.a	Week 13: 4/10 to 4/16 Class Day: 4/13 F2F (On campus)	3 hours indirect -Group Supervision	<p>Week 12: School Counselor Practicum Log Due Week 12: School Counselor Use-of Time Log Due</p>

II.F.1.k	Week 14: 4/17 to 4/23 No Class Meeting	Deadline for second field Observation and Plan	Week 13: School Counselor Practicum Log Due Week 13: School Counselor Use-of Time Log Due TEMPSC III: Workshop: Professional Development Goal Attainment Form p. 45
V.C.1.b V.C.1.c V.C.2.j V.C.3.a II.F.5.d II.F.5.f V.C.2.1 V.C.3.b V.C.3.c	Week 15: 4/24 to 4/30 Class Day: 4/27 F2F (On campus)	Certification Requirements 3 hours indirect -Group Supervision	Week 14: School Counselor Practicum Log Due Week 14: School Counselor Use-of Time Log Due SCCPP Site Supervisor Evaluation Due ASCC Final-Semester Evaluations due Final School Counselor Field Practicum Reflection Due
	Week 16: 5/1 to 5/7 No Class Meeting		Week 15 School Counselor Practicum Logs Due Week 15 School Counselor Use-of Time Logs Due
	Week 17: 5/8 to 5/12 Class Day: 5/11 Class Closeout Synchronous: Microsoft Teams	Closeout 3 indirect hours -Group Supervision	Week 16: School Counselor Practicum Logs Due Week 16: School Counselor Use-of Time Logs Due School Counselor Practicum Summary Hour Log Due School Counselor Use-of Time Summary Log Due Comprehensive School Counseling Framework (Full paper) School Counselor All Level (K-12) Evidence TEMPSC III- Final Evaluation with supporting documentation (completed by Field Supervisor) All hours paperwork is due by 11:59PM on <u>Friday, May 12</u>

****Professor reserves the right to amend the syllabus at any time**

Important University Dates

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

TECHNOLOGY REQUIREMENTS AND SUPPORT**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://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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 Warrior Center for Student Success, Equity 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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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

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 Summer 2022 semester, the hours of operation are from 10:00 a.m.-4:00 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 most Saturdays from 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 [WConline](https://tamuct.mywconline.com/) 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. [Schedule an appointment here](https://tamuct.libcal.com/appointments) (<https://tamuct.libcal.com/appointments>)

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](https://tamuct.libguides.com/index) <https://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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) 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 254-501-5805.

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.

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