SR | SUL ROSS
The FRONTIER University of Texas

Syllabus

EDUA 7316: Practicum in Guidance and Counseling

School Counselors

Sul Ross State University

Spring 2026

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COURSE PREREQUISITES:

You must have successfully completed **42 hours** prior to enrolling in this course.

CATALOG COURSE DESCRIPTION:

A course that provides reality field experiences in guidance and counseling in an appropriate school or agency setting; students spend a minimum of 160 clock hours under supervision in the conduction of counseling and guidance activities.

REQUIRED TEXTS:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN 978-1-4338-3217-8

You will also need the guidance and counseling program you developed for ED/EDUA 7302. You were instructed to create a manual with all of your work printed and filed in a notebook. You will be adding to the manual during this class.

Texas Educator Certification Testing 252-available at

http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX252_TestPage.html and

http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX252_PrepMaterials.html

TExES STANDARDS: TEXES standards addressed in this course are:

> **Standard I. Learner-Centered Knowledge:** The certified school counselor has a broad knowledge base.

> **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.

> **Standard III. Learner-Centered Process:** The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program 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.

Standard	Description	Assignment	Assessment	SLO
II. (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*;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3
II. (6)	demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3
II. (7)	participate in the selection, use, and interpretation of assessments and assessment results;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3
II. (8)	use multiple sets of information and data to make decisions about students, programs, and services;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3

Standard	Description	Assignment	Assessment	SLO
II. (9)	use counseling-related research techniques and evidence-based practices to address student needs;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3
II. (10)	advocate for a comprehensive school counseling program that is responsive to all students;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3
II. (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;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2
II. (12)	maintain proficiency in counseling and campus-related technology; and	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3
II. (13)	use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3
III. (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;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3
III. (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;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3
III. (4)	implement effective referral procedures to facilitate the use of special programs and services;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3
III. (5)	act as a consultant to help learners achieve success inside and outside of school;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3
III. (6)	advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2,3
III. (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;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3

Standard	Description	Assignment	Assessment	SLO
III. (11)	provide school-wide professional development and parent workshops throughout the school year;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3
III. (12)	support participation in fair-share responsibilities versus non-counseling related duties;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3
III. (13)	know district, state, and federal initiatives that are to be reflected in a comprehensive school counseling program; and	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3
IV. (5)	understand how environment and behavior may impact or influence individual learners;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1
IV. (6)	ensure equitable access to programs and services for all students;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2
IV. (8)	acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2
V. (1)	demonstrate effective communication through oral, written, and nonverbal expression;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	3
V. (2)	use knowledge of group dynamics and productive group interaction;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2
V. (3)	support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3
V. (4)	facilitate learners' access to community resources;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3
V. (5)	develop and implement strategies for effective internal and external communications;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	3
V. (6)	facilitate parent/guardian involvement in their children's education;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3
V. (7)	develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3

Standard	Description	Assignment	Assessment	SLO
V. (8)	work effectively as a team member to promote positive change for individuals, groups, and the school community;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	31
V. (9)	take a positive, strength-based approach that verbalizes commonalities versus differences in all learners;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	1,2
V. (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.	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3
VI. (1)	use reflection, self-assessment, and interactions with colleagues to promote personal professional development;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	3
VI. (2)	use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3
VI. (3)	strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	3
VI. (5)	engage in ongoing professional development to improve the school guidance and counseling program; and	Practicum logs, Reflections, observations, self-evaluations	Writing Rubric Site Supervisor Evaluation	2,3

TExES COMPETENCIES:

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

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.

The beginning counselor will be able to:

A. 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.

B. 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.

C. 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.

D. 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.

E. 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.

F. Recognize changing societal trends (e.g., demographic, economic, technological) and cultural, economic, and political issues surrounding diversity, equity, and access.

G. 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.

 H. 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.

The beginning counselor will be able to:

A. 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.

B. 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.

C. 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.

D. 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.

E. 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.

F. 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.

The beginning counselor will be able to:

A. Distinguish between preventive, remedial, and crisis levels of responsive services.

B. 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).

C. 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.

D. Apply knowledge of individual and group counseling theories and evidence-based practices, techniques, and skills associated with specific counseling approaches.

E. Use appropriate methods and procedures for counseling individuals in given situations.

F. Use appropriate methods and procedures for group counseling, and demonstrate knowledge of group dynamics as well as productive group interaction.

G. Use consultative theories and related strategies, techniques, and behavioral interventions to assist teachers with classroom management.

H. 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.

I. Use consultative skills to support parents/guardians in clarifying identified student problems and underlying causes and in determining alternative solutions for problem resolution.

J. 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.

K. 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.

The beginning counselor will be able to:

A. 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.

B. Demonstrate knowledge of factors, issues, and procedures related to academic placement and selection of student courses in various situations.

C. Apply knowledge of methods for helping students establish short- and long-term goals, monitor progress, and direct their own learning as appropriate.

D. Apply knowledge of strategies for helping students fulfill graduation requirements, research and choose postsecondary programs, prepare for entrance examinations, and meet admission requirements.

E. 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.

F. Apply knowledge of theories, models, and principles of career development and methods for helping students meet the Texas College, Career, and Military Readiness Standards.

G. 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.

The beginning counselor will be able to:

A. 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.

B. 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).

C. 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.

D. 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.

E. 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.

The beginning counselor will be able to:

A. Demonstrate knowledge of strategies for and factors to consider in developing a meaningful and purposeful mission statement for the comprehensive school counseling program.

B. 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.

C. 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.

D. 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.

E. 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.

F. 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.

G. 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).

 H. 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.

The beginning counselor will be able to:

A. 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.

B. Demonstrate knowledge of the components of culturally responsive, school-based consultation.

C. 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.

D. 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.

E. 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.

F. Apply knowledge of strategies for facilitating parent/guardian involvement in the educational process in order to promote student achievement and success.

G. 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.

The beginning counselor will be able to:

A. Demonstrate knowledge of the history and philosophy of comprehensive school counseling programs.

B. Demonstrate knowledge of professional responsibility domains for school counselors articulated in The Texas Model for Comprehensive School Counseling Programs.

C. 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.

D. Demonstrate knowledge and interpretation of various formal and informal assessments to assist students and others in sound decision making and goal setting.

E. 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.

F. Demonstrate knowledge of various activities to facilitate ongoing professional growth and development at the personal and program level.

G. 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.

H. 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.

I. 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.

J. 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.

The beginning counselor will be able to:

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

B. Integrate knowledge of effective counseling approaches and best practice to select a developmentally appropriate intervention for addressing an identified student need.

C. 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.

D. Apply knowledge of assessment to select an appropriate method for evaluating the effectiveness of an intervention in addressing an identified student need.

Domain Competency	Description	Assignment	Assessment	SLO
I. 002 Diversity and Cultural Competencies	Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.	Practicum logs, Reflections, observations, self-evaluations	Certify Teacher	1
II. 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.	Practicum logs, Reflections, observations, self-evaluations	Certify Teacher	1,2,3
II. 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.	Practicum logs, Reflections, observations, self-evaluations	Certify Teacher	1,2,3
II. 005 Individual Planning	Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.	Practicum logs, Reflections, observations, self-evaluations	Certify Teacher	1,2,3
II. 006 System Support	Understand procedures, processes, and strategies for providing systems support.	Practicum logs, Reflections, observations, self-evaluations	Certify Teacher	1,2,3
III. 008 Communication, Consultation, and Collaboration	Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.	Practicum logs, Reflections, observations, self-evaluations	Certify Teacher	2,3

Domain Competency	Description	Assignment	Assessment	SLO
III. 009 Professional Practice	Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.	Practicum logs, Reflections, observations, self-evaluations	Certify Teacher	2,3
IV. 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.	Practicum logs, Reflections, observations, self-evaluations	Certify Teacher	1,2,3

19 TAC §228.30 includes:

The skills that educators are required to possess

19 TAC §228.30(c) (4)

The responsibilities that educators are required to accept

19 TAC §228.30(c) (4)

The high expectations for students in this state

19 TAC §228.30(c) (4)

The importance of building strong classroom management skills

19 TAC §228.30(c) (5)

Appropriate relationships, boundaries, and communications between educators and students

19 TAC §228.30(c) (7)

"Involving district-level leaders in T-TESS implementation ensures that T-TESS becomes a process for education innovation. Successful implementation hinges on collaboration within and among departments and a deepened commitment to growth-centered supervision of instruction and capacity building throughout the organization."

The framework in this state for teacher and principal evaluation

[19 TAC §228.30(c) (6)]

COURSE OBJECTIVES:

The *practicum* is designed to provide the student intern with an opportunity to experience the process of guidance and counseling services in an actual working situation under the supervision of a certified and/or licensed professional counselor or equivalent. The practicum will include **a minimum of 160 hours**, of which at least **80 hours** must be **direct service to clients**, that is, individual, group, career/vocational, and family counseling;

appraisal/assessment; and when appropriate, consultation. The other **80 hours are indirect hours** and consist of paperwork and preparation for working with clientele within the realm of counseling.

On completion of this experience, the intern should be competent to assume the role of a counselor in the setting in which the practicum was completed. The choice of setting and the competence of the on-site supervisor will greatly affect the resulting competency of the student intern and should be carefully considered when the intern chooses the site.

Minimum competencies of the practicum student at completion of the practicum include:

1. The ability to develop a guidance/counseling program for a school or agency similar to that in which the practicum was completed;

2. The ability to provide individual, group, vocational, and assessment counseling services, and in addition, demonstrate the ability to provide efficacious consultation and referral services;

3. The ability to conduct a full and appropriate evaluation of any given client with analysis and rationale for the services needed;

4. The ability to provide clear and accurate interpretation of assessment data when appropriate;

5. The ability to work as an ethical counselor according to the American Counseling Association Code of Ethics and the American School Counseling Association Code of Ethics.

STUDENT LEARNING OUTCOMES:

   The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential

2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.

3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COUNSELOR EDUCATION MARKETABLE SKILLS:

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.

2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.

3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DISTANT LEARNING STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing

awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Scwartze Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

PARTICIPATION POLICY: Since EDUA 7316 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email *DAILY* for the duration of the course. In order for you to remain enrolled in ED 7316, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

COURSE REQUIREMENTS:

Technology Requirements: Since the Counselor Education Program is a predominantly web-delivered program, students are required to have their own computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, YouTube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Zoom or Blackboard session, or take an exam.

- YOU MAY NOT BEGIN THE PRACTICUM BEFORE THE START OF THE SEMESTER; you must have received approval from your field/university supervisor, and your documents must also have been received and accepted by your field/university supervisor.

TEA Training Requirements for Certification-Seeking Candidates – Candidates must complete all of the following training before graduation.

As an education professional seeking graduate-level certification through TEA and SBEC, there are a variety of requirements that all candidates must complete before they are recommended to the State for certification by Sul Ross. TExES testing is one such example (Please see the **School Counselor Testing and Certification,** located after this component). Another is required TEA training. Although this is not new, many graduate-level candidates may not recall having to complete specific training modules before receiving a recommendation when they completed their initial teacher certification.

To streamline this process for all graduate-level certification candidates, the Sul Ross Department of

Education has created a Blackboard (Bb) Organization – sometimes called an Org. This Organization is called the "Graduate TEA Certification Resources Org." You will find it in your Blackboard account. After logging in to Blackboard, instead of clicking on "Courses," click on "Organizations." Open this organization to find training links to the different modules and instructions – including how to upload your evidence of course completion to Watermark Student Learning and Licensure (SLL).

The TEA training components for school counselors include:

Classroom Management, to be completed in *EDUA 5322: Behavior Management*
Digital Literacy, to be completed in *EDUA 5315 Assessments in Counseling*
Dyslexia Awareness, to be completed in *EDUA 5315 Assessments in Counseling*
Educator Roles and Responsibilities, to be completed in *EDUA 7302 Management of Counseling Programs*
Ethics and Boundaries, to be completed in *EDUA 6333 Ethical, Legal, and Professional Issues in Counseling*
Mental Health, to be completed in *EDUA 7301 Clinical Practice in Counseling*
Open Education Resources (OER), to be completed in *EDUA 5307 Graduate Research*
Substance Abuse, to be completed in *EDUA 7301 Clinical Practice in Counseling*
Suicide Prevention, to be completed in *EDUA 7301 Clinical Practice in Counseling*
Special Populations and Instruction, to be completed in *EDUA 6318 Multiculturalism and Diversity in Counseling*
T-PESS, to be completed in *EDUA 5315 Assessments in Counseling*
T-TESS, to be completed in *EDUA 5315 Assessments in Counseling*
Virtual and Distance Learning, to be completed in *EDUA 5307 Graduate Research*

The training modules are straightforward, and many only take 30-60 minutes to complete. If you have questions that your instructor cannot answer, or if you run into any difficulties accessing the Bb Org, or the trainings, or submitting your evidence of training course completion to SLL, please send an email to sll-help@sulross.edu.

*****You may count the time spent completing the training as indirect hours, but only if you complete them during the period of the practicum. Trainings that you completed before January 14 cannot be counted (at all) as staff development/training.*

YOU MUST CHECK YOUR SUL ROSS EMAIL EACH DAY!

Each intern will be expected to maintain regular communication with their field/university supervisor and respond to emails and/or telephone calls initiated by the field/university supervisor within two days. If a timely response is not received, 10 points will be deducted from your overall grade per day. (No Excuses) Plan on communicating with your field/university supervisor once a week.

EVALUATION/GRADING POLICY:

Your grade for this course will be determined by evidence of the **quality** of your learning as **demonstrated by your performance** on the following:

*Appendix 1- 8, copy of liability insurance and copy of site supervisors counseling certificate- all signatures and blanks must be filled in. **Paperwork is done in Watermark SLL.**

*Note – You cannot collect counseling hours or work until these are submitted.

Assignments 30%

Discussions 10%

Evaluations 50%

Homework 10%

Course Grade:	A	B	C	F
	91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

I reserve the right to adjust assignments as needed per TEA. Some assignments may be added and others dismissed. Be flexible.

LATE ASSIGNMENTS OR MISSING A MEETING WILL RESULT IN DISMISSAL FROM THE PRACTICUM

SCHEDULE/DUE DATES:

Required - Blackboard Collaborate Introduction to the Practicum Meeting Sunday, January 11, 2:00-5:00 PM CST

Site/Campus Supervisors must be in attendance during formal Observations

All virtual meetings (Information Observations, Pre-Observations, and Post Observations) will be on Tuesdays at 5:30 PM CST

January 14 – Online EDUA 7316 course officially begins

January 18 - Introduce yourself, sign the online participation policy (both are in Discussion), and sign and submit the confidentiality agreement in Blackboard 'Start Here'.

January 22 – Sign and submit the Acknowledgement and Agreement page found in the Practicum Handbook.

DUE January

January 24 – Submit the following information in Watermark SLL, ST = Student; SS = Site/Campus Supervisor – Blackboard Message Dr. Hayes when everything has been submitted so she can verify the information and give you approval to begin to collect hours.

- o Appendix B – School Counseling On-Site Supervisor requirements **(04) SS**
- o Appendix C – Responsibilities and Expectation of the Counseling Practicum Student to the Sul Ross State University Counselor Education Program **(03) ST**
- o Appendix D – School Counseling Student Practicum Guidelines – Graduate Student Professional Behavior **(03) ST**
- o Appendix E – School Counseling Practicum Student Personal Data **(03) ST**
- o Appendix F – Waiver and Liability Release **(04) SS**
- o Appendix G – Site Practicum Agreement Form **(03) ST**
- o Appendix I – Student Professional Liability Insurance **(03) ST**

***You cannot begin to collect hours until these are submitted and verified by the Field Supervisor

- **January 27 - 5:30 PM CST Informal Observation #1 Required Meeting Microsoft TEAMS**

- **January 30 - Four Goals with Objectives** (Appendix J) instructions in the syllabus - **in Blackboard and SLL (06) – ST**

- Register in Certifyteacher to begin working on the TExES 252 certification exam

- Begin working on TEA training (in Blackboard and Organization), which must be completed before the end of the semester.

- Review https://tea.texas.gov/texas-schools/health-safety-discipline/prevention-and- awareness-of-child-abuse-neglect-including-trafficking-of-a-child-toolkit-and-resources download resources for your EDUA 7302 program manual that you developed. File them in the Appendix.

- Review https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged- children download resources for your EDUA 7302 program manual that you developed. File them in the Appendix.

- Review https://tea.texas.gov/texas-schools/health-safety-discipline/pregnancy-related- services download resources for your EDUA 7302 program manual that you developed. File them in the Appendix.

- Review TEA Updates

- File for Fall graduation (see instructions in Blackboard)

Due February

- **February 1 – Classroom Management Training**

- **February 8 – Digital Literacy Training**

- **February 10, 5:30 pm CST Pre-Observation # 1 Required Meeting Microsoft TEAMS**

    Due February 13
- Logs (Appendix I) weekly **SLL – Student Logs - ST and SS**
- Three Reflections # 1 (Appendix M) in **Blackboard and SLL 09 ST**
- Student Self Evaluation # 1 (Appendix L) in **Blackboard and SLL 08 ST**
- Upload Video # 1 to the Discussion Board and respond to all of your peers

- **February 15 – Dyslexia Training**

- ***February 16-20 (TBA) Observation # 1 with Field Supervisor and Site Supervisor***

- **February 22 – Educator Roles and Responsibilities Training**

- **February 24, 5:30 pm CST Post Observation # 1 Required Meeting Microsoft TEAMS**

Due March

- **March 1 – Ethics and Boundaries Training**

- **March 3, 5:30 pm CST Informal Observation # 2 Required Meeting Microsoft TEAMS**

- **March 8 – Mental Health Training**

- **March 15 – Open Education Resources (OER) Training**

- **March 17, 5:30 pm CST Pre-Observation # 2 Required Meeting via Microsoft TEAMS**

    Due March 20
- Logs submitted weekly in **SLL – ST and SS**
- Three Reflections # 2 (Appendix M) in **Blackboard and SLL 15 ST**
- Student Self Evaluation # 2 (Appendix L) in **Blackboard and SLL 14 ST**
- Upload Video # 2 to the Discussion Board and respond to all of your peers
- Site Supervisor Mid-Semester Evaluation in **Blackboard and SLL 12 SS**

- **March 22 – Substance Abuse Training**

- ***March 23-27 TBA Observation # 2 with Field Supervisor and Site Supervisor***

- **March 29 – Suicide Prevention Training**

- **March 31, 5:50 pm CST Post Observation # 2 Required Meeting Microsoft TEAMS**

Due April

- **April 5 – Special Populations and Instruction Training**

- **April 12 – T-Pess Training**

- **April 14, 5:30 pm CST Informal Observation # 3 Required Meeting Microsoft TEAMS**

- **April 19 – T-Tess Training**

- **April 21, 5:30-6 pm CST Pre-Observation # 3 Required Meeting Microsoft TEAMS**

   Due April 24
- Logs # 3 submit in **SLL – ST and SS**
- Three Reflections # 3 (Appendix M) in **Blackboard and SLL 20 ST**
- Student Self Evaluation # 3 (Appendix L) in **Blackboard and SLL 19 ST**
- Upload Video # 3 to the Discussion Board and respond to all of your peers

- **April 26 – Virtual and Distance Learning Training**

- ***April 27-May 1 TBA Observation # 3 with the Field Supervisor and Site Supervisor***

DUE May

- **May 5, 5:30 pm CST Post Observation # 3 Required Meeting Microsoft TEAMS**

   Due May 1
- Site supervisor's final evaluation of Student (Appendix Q) in **SLL 23 SS**
- Practicum Evaluation of Site Supervisor (Appendix R) **in Blackboard**
- End of Term Verification and Recommendation in **SLL 24 SS**
- End of Semester Verification in **SLL 25 ST**
- Certfyteacher TExES 252 Certificate of 6 Hours Completed
- Certifyteacher Score Report of 90% or better in all ten components and a 3 or better on the written portion
- **Alumni Opt in SLL 27 ST**

   Completion of all TEA training

May 8 – Graduation

Here is the list of SLL Activities for your 7316 Practicum section –
Logs are done weekly (submitted in the Logs tab of Watermark SLL) and verified by the SS.

Practicum Student (ST)
Site/Campus Supervisor (SS)
Field/University Supervisor (FS)

01 (ST) Demonstration Activity
02 (FS) First Contact Form & Training Verification
03 (FS) Candidate and Site Supervisor Contact Log
04 (ST) Practicum Candidate Agreement Form
05 (SS) Start of Term, Liability Release, TEA ID
06 (ST) Personal Counseling Goals
07 (FS) Informal Observation 1
08 (ST) Self-Evaluation 1
09 (ST) Reflection Form 1
10 (FS) Reflections Scoring Rubric 1
11 (FS) Formal Observation 1
12 (SS) Mid-Semester Evaluation Report
13 (FS) Informal Observation 2
14 (ST) Self-Evaluation 2
15 (ST) Reflection Form 2
16 (FS) Reflections Scoring Rubric 2
17 (FS) Formal Observation 2
18 (FS) Informal Observation 3
19 (ST) Self-Evaluation 3
20 (ST) Reflection Form 3
21 (FS) Reflections Scoring Rubric 3
22 (FS) Formal Observation 3
23 (SS) Final Evaluation Report
24 (SS) End of Term Verification & Recommendation
25 (ST) End of Semester Verification
26 (FS) End of Semester Verification and Recommendation
27 (ST) Alumni Opt In

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						