

Western Kentucky University
Department of Counseling and Student Affairs

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University Catalog Course Description

CNS 568 Counseling Children and Adolescents (Fall, 2021): Theories and Techniques of Developmental Counseling with children and adolescents. Topics include self-concept, social skills, values, moral development, multicultural awareness, child abuse, wellness, and sexual development.

Course Overview

This course focuses on advanced counseling skills and techniques relevant to children and adolescents. It is designed to help students gain a better understanding of the emotional needs of children and adolescents and how the helping professional can assist in meeting the emotional needs of this particular group of individuals and their parents.

Course Format:

This course is presented in a WEB format. It will include a combination of reading assignments, individual projects, structured Blackboard class discussions, communication between the student and professor through written work prepared outside of class, and a Final Exam.

Course Objectives:

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

EPSB SC

2.2 PROFESSIONAL COUNSELING ORIENTATION AND PRACTICE

2.2b. The multiple professional roles and functions of counselors across specialty areas and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation.

2.4. HUMAN GROWTH AND DEVELOPMENT

2.4.j. Strategies to facilitate school and postsecondary transitions.

2.6 COUNSELING AND HELPING RELATIONSHIPS

2.6.g. Essential interviewing, counseling, and case conceptualization skills.

2.6.h. Developmentally relevant counseling treatment or intervention plans.

2.6.i. Development of measurable outcomes for clients*.

2.6.j. Evidence-based counseling strategies and techniques for prevention and intervention.

2.9 RESEARCH AND PROGRAM EVALUATION

2.9.b. Identification of evidence-based counseling practices

Required Texts

Smith-Adcock, S. & Tucker, C. (2017). Counseling children and adolescents: connecting theory, development, and diversity. Sage Publications.

Ward, J. (2018). Sing, Unburied, Sing. Scribner

Professional articles may be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.

Recommended Text

Erford, B. T. (2014). *40 Techniques every counselor should know* (2nd Ed.). Columbus, OH: Pearson Merrill Prentice Hall.

- a. additional assigned and supplemental course readings and resources may be available on the WKU Blackboard site for this course. Check weekly reading assignments in this syllabus and on the course Blackboard site.
- b. Students are expected to complete reading assignments for all class discussions on Blackboard before interacting with classmates.

1. Methods of Instruction:

This course will use a combination of reading assignments, individual projects, structured Blackboard class discussions, communication between the student and professor through written work prepared outside of class and a Final Examination.

2. Course Requirements:

CNS 568 – Counseling Children and Adolescents

Assigned readings, Discussion Board Expectations, Critical Performance - Portfolio Reaction Paper #1, Critical Performance - Portfolio Reaction Paper #2, Final Examination, and Counseling Intervention (Sing, Unburied, Sing).

The Grading Scale is as follows:

Student Evaluation Criteria and Procedures

Points Possible = 400

Postings on Blackboard	90 points
Counseling Intervention “Sing, Unburied, Sing”	10 points
Critical Performance – Portfolio Reaction Paper #1	100 points
Critical Performance – Portfolio Reaction Paper #2	100 points
Final Examination	100 points

Total points will be divided by 4 for Final Grade

Grading Scale

90-100 = A

80- 89 = B

70- 79 = C

Below 70 is a failing grade.

EACH STUDENT is expected to:

1. Actively participate and contribute to the learning process within the class, follow all homework assignments listed on Blackboard 7, and complete all projects on time. Review “Announcements” and “Content” on Blackboard throughout the course for information and directions (90 points possible).
2. Complete Critical Performance – Reaction Paper #1 and upload to “Content” (See Rubric and Directions, page 9). (100 points possible)
3. Complete Critical Performance – Reaction Paper #2 and upload to “Content” (See Rubric and Directions, page 12). (100 points possible)
4. Complete a Final Examination (Chapters 1 – 14) from “Counseling Children and Adolescents” by Adcock and Tucker (100 points possible).
5. Counseling Intervention (10 points possible). We will use the book *Sing, Unburied, Sing* as a case study/conceptualization practice. At the beginning of the course you will be provided with a reading schedule and specific directions. You will complete a ‘mock’ case conceptualization form as if you are working with the identified client from the book. You will upload these case conceptualizations to Blackboard through “Content.”

3. Attendance Policy:

(When CNS 568 is taught as a WEB course, face-to-face class meetings are not scheduled.)

9. Use of current research:

“Students are expected to use literature reviews to define the most contemporary information on all course research assignments. Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard Site.”

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at

https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender

are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

ADA ACCOMMODATION STATEMENT

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

COVID SYLLABUS STATEMENT

All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC); 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

10. Use of technology in course delivery:

This course will use Blackboard for announcements, assignments, and discussions; to distribute reading materials and for submission of papers; email for communication and submission of papers via attachments; and require students to upload Critical Performances to the Electronic Portfolio System, etc. Students will be advised initially of any technological competencies expected to successfully complete the course.

11. Academic Integrity

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct

quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

12. Academic Performance:

As a graduate student and professional-in-training, your graduate studies should be viewed from the perspective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students' professional performance in each course at:
http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf.

Most courses will include in their syllabus a statement on attendance. You should be aware of the policy for each course and of the consequences of not following it. If there is no statement on attendance in the course syllabus, you should ask the professor for a formal statement to the class of the policy. Even if a course does not require attendance, you should clearly understand that there is an expectation that you should attend class regularly.

Understand that students' academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Some courses have a policy about late or missing assignments. You should be aware of the policy for each course and of the consequences of not following it.

Specific directions for your assignments might become less clear. For example, some of your instructors may not provide specific rubrics for all assignments. This is to encourage your creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment.

Many of your graduate professors will require your assignments to be written in APA format, a professional writing style.

Classes in Elizabethtown are in the Eastern Time zone. Therefore, Elizabethtown is one hour ahead of central time. If you are traveling to E-town for classes or taking ITV courses, you must be aware of the time zone differences.

13. Flexibility Clause:

The requirements, assignments, policies, evaluation procedures, etc. are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

14. Graduate Student Handbook:

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

Proposed Schedule
CNS 568 Counseling Children and Adolescents

Work for this course will be divided into three Forums with deadlines for each section.

Textbook: "Counseling Children and Adolescents: Connecting Theory, Development, and Diversity" Editors: Sondra Smith-Adcock and Catherine Tucker

August 23, 2021 Chapter 1: Historical and Contextual Trends in Counseling Children and Adolescents: Guiding Frameworks
Chapter 2: Legal and Ethical Issues in Counseling Children and Adolescents
Chapter 3: Attachment, Trauma, and Repair from Infant to Adolescent Development: Counseling Implications from Neurobiology
Chapter 4: The Counseling Process: Establishing a Therapeutic Alliance

(Postings for Chapters 1-4, Forum I, must be completed on Blackboard by Friday, September 24, 2021.)

September 24, 2021 Chapter 5: Psychodynamic Theories
Chapter 6: Humanistic Approaches
Chapter 7: Cognitive-Behavioral Approaches
Chapter 8: Family and Organizational Systems
Chapter 9: Constructivist Approaches

(Postings for Chapters 5-9, Forum II, must be completed on Blackboard by Friday, October 29, 2021.)

October 29, 2021 Chapter 10: Counseling with Very Young Children (0-4) and Their Families
Chapter 11: Counseling with Young Children (5-8) and Their Families

Chapter 12: Counseling with Older Children
Chapter 13: Counseling with Young Adolescents (12-14)
Chapter 14: Counseling with Older Adolescents (15-19)

(Postings for Chapters 10-14, Forum III, must be completed on Blackboard by the end of the day on Wednesday, December 1, 2021.) Final Exam (Chapters 1-14) available on Blackboard on Monday, December 6, 2021 (20 minutes to complete after you log on). Access through “Tests & Quizzes.”

Both Critical Performances (Portfolio Reaction Paper #1 and Portfolio Reaction Paper #2) must be entered in ‘Content’ by Friday, December 3, 2021. Please see correlated Rubrics for expectations. Directions for your Counseling Intervention using the novel *Sing, Unburied, Sing* by Jesmyn Ward will be provided at the beginning of the course.

All work for this course must be completed by the end of the day on Monday, December 6, 2021. This syllabus and grading requirements may be changed if unforeseen, extenuating circumstances occur.

Please Note: Each student is expected to contribute meaningfully to Blackboard Discussions. You are also expected to read all assigned chapters in-depth prior to attempting to complete the required work on Blackboard. In addition, there are two Main Posts (250 words) and two Response Posts (100 words) required in each Forum.

Rubric for Discussion Board Posts (Main and Response)

Main Post (10 points). Main Posts are new threads that are responses to the instructions for each chapter. Main posts must be submitted with enough time prior to the due date so that others can respond accordingly. Requirements of each main post include the following:

- A. At least 250 words in length
- B. Specific answers to all questions noted in the assignment prompt, supported by references from the assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 7th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (Posts should be single spaced.)
- E. Timeliness (the main post should be made days before the discussion closes so that others can post responses).

Response Post (5 points). For any given Blackboard discussion forum, students must submit two Response Posts to posts entered by their classmates. Response Posts should illustrate that the student has read all postings per that chapter. Requirements of each Response Post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well-constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- C. Incorporation of references from the topic’s associated readings
- D. Writing quality and formatting: Written in APA 7th formatting (proper

referencing in text, spacing between punctuation); correct grammar and spelling

(Posts should be single spaced.)

E. Timeliness (the response post is due by 11:59 pm CST on the date the discussion closes.



Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS568, you are required to upload your Portfolio Reaction Paper #1 and Portfolio Reaction Paper #2. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education) and CACREP.

If you have not registered for the CEBS Electronic Portfolio, Create a New Student Account. If you need directions, please follow the instructions at:

http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions: ***Your paper should be saved as a Microsoft Word document.

Go to <http://www.wku.edu>

Select "Academics" (on left side)

Select "College of Education & Behavioral Sciences"

Select Electronic Portfolio System (under Educational Technology)

Select "Student Login" (you need your WKU ID and password)

Select CNS 568 (click on "View Critical Performances")

You will see "Reaction Paper" - you will upload your Portfolio Reaction Paper #1 and Portfolio Reaction Paper #2 as word documents.

Click on "Upload/View Files"

Follow the directions to upload your documents.

Critical Performance

Portfolio Reaction Paper # 1

For the following open response questions provide a detailed answer, the response will be opinions you have based on your knowledge of counseling children and adolescents. I expect 4-6 pages. You may use various sources; however, your statements must be your own words. Your Reaction Paper must be in 'Content' on Blackboard. Please respond to the following:

Explain the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development.
(EPSB SC 2.6.i)

Your Reaction Paper will be evaluated using the following rubrics (A 4 or 3 is required for meeting this assignment.):

Rubric #1: Portfolio Reaction Paper #1

Specific CACREP Knowledge Outcomes	Student demonstrates Insufficient Knowledge (1)	Student demonstrates minimal knowledge (2)	Student meets knowledge requirement (3)	Student Exceeds Knowledge Expectations (4)
Understands the effects of atypical growth and development on student learning and development. (CACREP Standard A6 Part A For School Counseling) (EPSB SC 2.6.i)	Student has not met the requirement for this assignment as described in the syllabus which reflects little if any knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of atypical growth and development on student learning and development.	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of atypical growth and development on student learning and development.	Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in counseling children and adolescents and understands the effects of atypical growth and development in student learning and development.	Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of atypical growth and development on student learning and development.
Understands the effects of health and wellness on student learning and development. (CACREP Standard A6 Part B for School Counseling) (EPSB SC 2.6.i)	Student has not met the requirement for this assignment as described in the syllabus and that	Student has met minimal requirements as described in the syllabus with little progress in the	Student has met the requirements for this activity as described in the syllabus and reflects	Student has exceeded all the requirements of this assignment as described in the syllabus and

	reflects little, if any progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of health and wellness on student learning and development.	knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of health and wellness on student learning and development.	satisfactory progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of health and wellness on student learning and development.	reflects significant progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of health and wellness on student learning and development.
Understands the effects of ability level on student learning and development. (CACREP Standard A6 Part D for School Counseling) (EPSB SC 2.6.i)	Student has not met the requirements for this assignment and reflects little, if any, progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of ability level on student learning and development.	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of ability level on student learning and development.	Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of ability level on student learning and development.	Student has exceeded all the requirements for this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of ability level on student learning and development.
Understands the effects of language on student learning and development. (CACREP Standard A6 Part C for School Counseling) (EPSB CS 2.6.i)	Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any, progress in the knowledge and understanding of counseling children and adolescents including a	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the	Student has met the requirements for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding of counseling children and adolescents including a	Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding of counseling children and adolescents

	framework for understanding the effects of language on student learning and development.	effects of language on student learning and development.	framework for understanding the effects of language on student learning and development.	including a framework for understanding the effects of language on student learning and development.
Understands the effects of multicultural issues on student learning and development. (CACREP Standard A6 Part E for School Counseling. (EPSB SC 2.6.i)	Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any, progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of multicultural issues on student learning and development.	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding in counseling children and adolescents including a framework for understanding the effects of multicultural issues on student learning and development.	Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of multicultural issues on student learning and development.	Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of multicultural issues on student learning and development.
Understands the effects of factors of resiliency on student learning and development. (CACREP Standard A6 Part F for School Counseling. (EPSB SC 2.6.i)	Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any, progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of factors of resiliency on student learning and development.	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of factors of resiliency on student learning and development.	Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of factors of resiliency on student learning and development.	Student exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the effects of factors of resiliency on student learning and development.

Critical Performance

Portfolio Reaction Paper #2

For the following open response questions provide detailed answers, the responses will be opinions you have based on your knowledge of counseling children and adolescents. I am not expecting specific answers but instead your views on the open responses. Please do not exceed four pages. You may use various sources; however, all answers must be in your own words. Your reaction paper must be entered in 'Content' on Blackboard. Please respond to the following:

Explain the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of children, adolescents, and their families.

Your Reaction Paper will be evaluated using the following Rubrics:

(A 4 or 3 is required for meeting this assignment.)

Specific CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge (1)	Student demonstrates minimal knowledge (2)	Student meets knowledge requirements (3)	Student exceeds knowledge expectations (4)
Understands the ways in which educational policies can be developed, adapted, and modified to be culturally congruent with the needs of students and families. (CACREP Standards E-3 for School Counselors)	Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any, progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational policies can be developed, adapted, and modified to be culturally congruent with the needs of students and	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational policies can be developed, adapted, and modified to be culturally congruent with the needs of students and families.	Student has met the requirements for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational policies can be developed, adapted, and modified to be culturally congruent with the needs of students and their	Student exceeds the requirements for this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational policies can be developed, adapted, and modified to be culturally congruent with the needs of

	families.		families.	students and their families.
Understands the ways in which educational programs can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CACREP Standard E-3 for School Counselors.	Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational programs can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational programs can be developed, adapted, and modified to be culturally congruent with the needs of students and families.	Student has met the requirements for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational programs can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational programs can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
Understands the ways in which educational practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. (CACREP Standard E-3 for School Counselors)	Student has not met the requirements for this assignment as described in the syllabus and that reflects little, if any, progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational practices can be developed, adapted, and	Student has met minimal requirements as described in the syllabus with minimal progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational practices can be developed, adapted, and modified to be culturally	Student has met the requirement for this activity as described in the syllabus and reflects satisfactory progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational practices can be developed, adapted, and	Student has exceeded all the requirements of this assignment as described in the syllabus and reflects significant progress in the knowledge and understanding of counseling children and adolescents including a framework for understanding the ways in which educational practices can be developed,

	modified to be culturally congruent with the needs of students and their families.	congruent with the needs of students and their families.	modified to be culturally congruent with the needs of students and their families.	adapted, and modified to be culturally congruent with the needs of students and their families.