

COUN 5330-568 – Counseling Children and Adolescents (3 credits)

Summer 2026 Syllabus
Course Time: Asynchronous Online

Instructor: Gretchen McLain, PhD, CSC
Office Location: HPR 239
Office Hours: Tuesdays and Thursdays from 10:00 am – 12:00 pm, or by appointment
Email: gmclain@uttyler.edu (preferred method of contact)

COURSE CATALOG DESCRIPTION

Examines the relevant counseling theories and techniques as they apply to children and adolescents. Includes interventions for children with emotional and behavioral disorders. This course examines developmentally appropriate counseling approaches and techniques for children and adolescents. Furthermore, through this course students will review common emotional, developmental, and behavioral issues of childhood adolescence and unique considerations for mental health diagnosis during this time period. This course also covers important aspects of involving parents/guardians in their children's treatment.

COURSE PREREQUISITES

None

COURSE OBJECTIVES AND LEARNING OUTCOMES

- Students will be familiar with common emotional and behavioral disorders of children and adolescents.
- Students will be familiar with major evidence-based interventions used with children and adolescents.
- Students will be able to identify appropriate evidence-based interventions for major disorders.
- Students will understand cultural, developmental, and environmental factors that impact treatment.
- Students will be familiar with emerging trends in the treatment of children and adolescents with psychological disorders.

REQUIRED TEXTBOOKS AND MATERIALS

Jones, B. & Durodoye, B. Child and Adolescent Counseling: An Integrated Approach. New York: Springer Publishing Company, LLC. Jones, B., Duffey, T., & Haberstroh, Sh. (Ed.) (2017).

OPTIONAL TEXTBOOKS AND MATERIALS

Readings and resources will be posted in Canvas.

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

(a) School Counselor Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Counselor Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.25 of this title (relating to Requirements to Renew the Standard School Counselor Certificate).

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

- (2) counseling and consultation theories and practices;
- (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;
- (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:

- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (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;

(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;
- (6) advocate for a comprehensive school counseling program and recognize the required time commitment to fully apply the program implementation cycle;
- (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

(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:

- (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;
- (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.

Source Note: The provisions of this §239.15 adopted to be effective January 23, 2001, 26 TexReg 761; amended to be effective December 23, 2009, 34 TexReg 9201; amended to be effective December 21, 2017, 42 TexReg 7144

TEACHING STRATEGIES

This course is delivered in an asynchronous online format, designed to offer flexibility while maintaining a structured and engaging learning experience. Each week, a new module will be released every Wednesday and will include the following components:

- **Lecture Videos:** Pre-recorded lectures will guide you through the week's key topics and concepts. These can be watched at your own pace and revisited as needed.
- **Assigned Readings and Resources:** Curated materials such as scholarly articles, multimedia resources, and supplemental documents will deepen your understanding and support your learning.
- **Discussion Board Prompts:** Students will be expected to engage in conversation with their peers regarding the affiliated material.

Although there are no scheduled live sessions, the course is structured to support consistent progress. You are encouraged to engage with the content early in the week, participate in any discussion boards or reflective activities, and reach out with questions via email or discussion forums. Staying on pace with the weekly modules will help you successfully complete the course and retain the material more effectively. The quality of students' learning experience depends on their motivation to: (a) prepare thoroughly, (b) be inquisitive, (c) think reflectively, and (d) engage in online-class learning experiences.

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

COURSE POLICIES

INFORMED CONSENT STATEMENT

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration since we frequently ask clients to do so.
- At times, the class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.

- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

ATTENDANCE AND PARTICIPATION POLICY

Because this course is conducted asynchronously, attendance will be measured through consistent and timely participation rather than physical presence. To be considered "present" each week, students must complete the weekly module by the assigned deadline, which includes:

- Viewing lecture materials
- Engaging with assigned readings and resources
- Posting to the weekly discussion board and responding as required

Regular participation is essential for success in this course. Students are expected to complete each module during the week it is released (modules open every Wednesday) and submit all required components on time. Failure to complete the discussion post for a given week will be recorded as an absence for that module. If you encounter circumstances that may impact your ability to participate on time, please reach out in advance to discuss options. Repeated non-participation may negatively affect your grade and standing in the course.

LATE WORK

All assignments are due according to the timeline established by the syllabus, unless otherwise noted by the instructor. In the case of extenuating circumstances, students will be expected to communicate proactively with the faculty member. Without communicating and receiving approval from your instructor, all assignments coming in any time after their due date/time will be reduced by 10% per day they are late. Assignments will no longer be accepted after three days and will result in a 0%.

ETHICAL BEHAVIOR AND PROFESSIONAL CONDUCT

Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA code of ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UTT psychology and counseling department. It is assumed that you have completed the ethics course prior to this class and that you know the ACA code of ethics, understand the concept of "standard of care/practice", and are familiar with Texas laws governing your obligation as a mandated reporter. **If you are unfamiliar with these basics, inform the instructor during the first class session.** Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior.

ZOOM PROFESSIONAL BEHAVIORS

Students should attend online zoom meetings in the same manner that they would attend in-person or online classes. Students should be professionally dressed and sitting in an appropriate position for learning. Students must keep their video cameras on for the entirety of class. Students are not permitted to engage in other activities while attending class (e.g., driving a car, working a job, attending an appointment, etc.). Students will need to find a quiet and private location in which to attend class. It is also essential that students can secure a good internet connection.

COMMUNICATION POLICY

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accordance with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is gmclain@uttyler.edu. Do not send emails to any other email address, as I will not receive them.

ONLINE COMMUNICATION

Part of your preparation as a professional counselor is the ability to communicate with future colleagues and clients clearly and professionally. All written communication (e.g., emails, discussion board postings, etc.) that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional manner. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / ,;-)) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (e.g., Dear Dr. McLain).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours. Threats or attacks towards faculty or peers, even via written communication, will not be tolerated.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class.

PROFESSIONALISM STATEMENT

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

COURSE ASSIGNMENTS

Participation and Professionalism (10 points)

Learning is an active and social process, and this course is designed to give you multiple opportunities to reflect on your growth and build your assessment skills. Because this is an asynchronous course, your participation in discussions and assignments plays a big role in your learning experience.

You are encouraged to engage thoughtfully with the course content and with your classmates each week. Rather than focusing on being “present” at a specific time, participation is about showing up consistently—completing weekly modules by the deadline and contributing meaningfully to group work when assigned.

Professionalism in this course is about how you show up in a virtual learning space. This includes communicating respectfully, engaging with others in a constructive way, being reliable, and staying open to learning and growth.

Most importantly, this is a collaborative learning environment. You are expected to be engaged in the material, invested in your own learning, and supportive of the learning of others. Your voice and participation matter here.

To be more specific, active participation and professionalism means:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material

- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

Weekly Module Completion (40 points [4 points each])

Each week, you will complete a module designed to support your understanding of the assigned readings. Each module will include:

- **Instructional video(s) or PowerPoint**
- **Connect and Reflect** – a brief written response to a weekly prompt
- **Check for Understanding** – a short assessment based on the week’s readings, which may include multiple-choice and/or short-answer questions

Therapeutic Toolkit Group Project (25 points)

Overview

In this project, you will work collaboratively to design a developmentally appropriate therapeutic toolkit for children or adolescents. This toolkit will include a collection of creative, practical interventions that could be used in a school or clinical setting to support a specific developmental need or presenting concern.

This assignment is designed to help you build a “toolbox” of strategies you can carry into practicum and your future counseling work. It is also an opportunity to build your confidence and creativity as a counselor-in-training—focus on developing tools that feel authentic to you and meaningful for the students you hope to serve. Growth, effort, and thoughtful application are valued throughout this process.

To support shared learning, completed toolkits will be shared with the class (without any grading information). This allows everyone to learn from one another and leave the course with a wider range of ideas and resources.

Learning Objectives

By completing this project, students will:

- Apply developmental knowledge to counseling interventions
- Design creative, engaging, and developmentally appropriate activities
- Connect theory to practice
- Collaborate effectively in a professional team
- Develop practical tools for real-world counseling settings

Group Expectations

- Groups of **3–4 students**
- All members are expected to contribute meaningfully
- Groups will submit **one final toolkit and presentation**
- A brief **peer contribution form** will be completed individually

Project Task

Your group will create a **Therapeutic Toolkit** focused on a specific topic relevant to children or adolescents.

Examples of focus areas:

- Emotional regulation

- Anxiety or stress
 - Grief and loss
 - Social skills
 - Self-esteem
 - Anger management
 - Trauma-informed support
-

Toolkit Requirements

Your toolkit must include **4–5 creative interventions or activities**. These should be engaging, developmentally appropriate, and ready to use in practice.

For **each intervention**, include:

- **Title of the activity**
 - **Target age/grade level**
 - **Goal/purpose**
 - **Materials needed**
 - **Step-by-step instructions**
 - **Rationale** (brief connection to theory and/or developmental considerations)
 - **Adaptations** (e.g., cultural responsiveness, diverse learners, different age ranges)
-

Format Options (Choose One)

Your group may present your toolkit in one of the following formats:

- Slide presentation (PowerPoint, Google Slides, Canva)
 - Digital toolkit (organized document or resource guide)
 - Visual “counselor kit” (with images/mock-ups of materials)
-

Reflection Component (Individual)

Each student will submit a brief reflection (1–2 pages) addressing:

- What you learned from this project
- How this toolkit could be used in your future practice
- Your contributions to the group
- One area of growth or challenge

Project Proposal (25 points)

Overview

In this assignment, you will develop a counseling program proposal that addresses an identified mental health need for children, adolescents, and/or their families within a school or community setting.

Your proposal should demonstrate how you would directly provide counseling services to children or adolescents. This is not a project focused on training parents, teachers, or others—it should focus on your role as the counselor working with youth.

You will design a program that could realistically be implemented in your current or future professional setting.

Project Expectations

Your proposal should:

- Be grounded in a **clearly identified need**
- Reflect a **developmental, multicultural, creative, and systemic perspective** (e.g., family, peer, and/or school context)

- Be appropriate for the school setting of your choice:
 - Elementary
 - Middle School
 - High School

Your work will be evaluated based on:

- Quality and depth of content
- Use of supporting documentation
- Clarity and organization of writing
- APA (7th edition) formatting

Paper Requirements

- Length: **5–7 pages (not including cover page or references)**
- No abstract required
- Include:
 - APA 7th edition **cover page**
 - Page numbers
 - APA-formatted **title at the top of page 2**

Use **APA 7th edition headings** for each section listed below.

Required Sections

Summary

Provide a brief overview of your project (1 paragraph). You may include citations if appropriate.

Rationale

Explain:

- The need for this program (Why does this problem matter?)
- Your personal interest in the topic
- Supporting evidence from **current professional literature**

Use mostly primary sources and limit direct quotes.

Note: Include at least **2 current peer-reviewed journal articles (published 2015 or later)** to support your rationale.

Objectives

Write specific, measurable outcomes focused on what participants will gain.

- Use language such as: *“The child/adolescent will be able to...”*
- Use Bloom’s Taxonomy action verbs
- Focus only on client outcomes (not program goals)
- Present objectives in bullet form

Strategies

Describe how the program will be implemented:

- How participants will be recruited and screened
- Staff involved in the program
- Roles and responsibilities of each staff member

Budget

Outline the financial plan for your program:

- Total cost
- Breakdown of expenses (**line-item budget required**)
- Use an **APA-formatted table**

Evaluation

Explain how you will measure success:

- How will you know if your objectives were met?

- How will you demonstrate that resources were used effectively?
- Ensure your evaluation aligns directly with your objectives

References

- Use **APA 7th edition formatting**
- Include at least **5 professional sources (2015 or newer)**
 - Of these, **at least 2 must be current peer-reviewed journal articles**

Ensure all sources are used to support your rationale and overall proposal

Final Note

This assignment is an opportunity to think like a practicing counselor—designing a program that is both meaningful and realistic. Focus on creating something you could genuinely see yourself implementing in your future work.

Grading

During the semester, you will have opportunities to earn up to 100 points for your final grade. Grading is on the following scale:

A	90-100 points
B	80-89 points
C	70-79 points
F	69 points or less

Assignment	Points	Due Date
Participation and Professionalism	10 points	Ongoing
Weekly Module Completion	40 points	Ongoing
Therapeutic Toolkit Group Project	25 points	6/31/2026
Project Proposal	25 points	8/5/2026
Total	100 points	

TENTATIVE SCHEDULE AND TOPICS

*Instructor reserves the right to make changes as needed.

Week	Lecture Topics	Assignments
1 5/13/2026	<ul style="list-style-type: none"> • Course Introduction • Syllabus Review 	<p>Weekly Reading: Syllabus</p> <p>Weekly Module:</p> <ul style="list-style-type: none"> • Connect and Reflect • Check for Understanding
2 5/20/2026	<ul style="list-style-type: none"> • Practical Application of Developmental Theory • Understanding Systemic Influences That Impact Children and Adolescent Development 	<p>Weekly Reading: Chapters 1-2</p> <p>Weekly Module:</p> <ul style="list-style-type: none"> • Connect and Reflect • Check for Understanding
3 5/27/2026	<ul style="list-style-type: none"> • Relational Considerations • Cross-Cultural Perspectives 	<p>Weekly Reading: Chapters 3 -4</p> <p>Weekly Module:</p> <ul style="list-style-type: none"> • Connect and Reflect • Check for Understanding
4 6/3/2026	<ul style="list-style-type: none"> • Theoretic Frameworks and Approaches • Creative Interventions 	<p>Weekly Reading: Chapters 5-6</p> <p>Weekly Module:</p> <ul style="list-style-type: none"> • Connect and Reflect • Check for Understanding
5 6/10/2026	<ul style="list-style-type: none"> • Counseling Sessions 	<p>Weekly Reading: Chapter 7</p> <p>Weekly Module:</p> <ul style="list-style-type: none"> • Connect and Reflect • Check for Understanding
6 6/17/2026	NO CLASS – University Holiday	
7 6/24/2026	Work on Therapeutic Toolkit Group Project <i>Due on 6/30/2026</i>	
8 7/1/2026	NO CLASS – University Holiday	
9 7/8/2026	<ul style="list-style-type: none"> • Contemporary Issues in Counseling Children and Adolescents 	<p>Weekly Reading: Chapter 8</p> <p>Weekly Module:</p> <ul style="list-style-type: none"> • Connect and Reflect • Check for Understanding

<p style="text-align: center;">10 7/15/2026</p>	<ul style="list-style-type: none"> • Addressing the Needs of Children with Disabilities • Addressing the Needs of Children of Special Populations 	<p>Weekly Reading: Chapters 9-10</p> <p>Weekly Module:</p> <ul style="list-style-type: none"> • Connect and Reflect • Check for Understanding
<p style="text-align: center;">11 7/22/2026</p>	<ul style="list-style-type: none"> • Child and Adolescent Maltreatment 	<p>Weekly Reading: Chapter 11</p> <p>Weekly Module:</p> <ul style="list-style-type: none"> • Connect and Reflect • Check for Understanding
<p style="text-align: center;">12 7/29/2026</p>	<ul style="list-style-type: none"> • Addressing Trauma with Children and Adolescents 	<p>Weekly Reading: Chapter 12</p> <p>Weekly Module:</p> <ul style="list-style-type: none"> • Connect and Reflect • Check for Understanding
<p style="text-align: center;">13 8/5/2026</p>	<p><i>Project Proposal Due</i></p>	