



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**

**College of Education and Human Development  
Department of Counseling, Health & Kinesiology  
EDCG 5316: School Counseling Leadership and Advocacy  
Spring 2024**

**Instructor:** Carla Smith, Ph.D., LPC-S  
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**Class Meetings:** **Monday 7:00-9:45 pm; Classroom Hall 303**  
**Student Hours:** Monday 2:00 – 5:00; Tuesday 2:00 – 5:15; W – F by appointment (in person or zoom)  
**Office Location:** Classroom Hall 214J

**Required Text:**

- **Cengage - Cengage Unlimited eTextbook, 1 term (4 months) Printed Access Card**  
**We will discuss in class which option is better for you – Cengage Unlimited or Cengage Unlimited eTextbook (this is dependent upon your other courses)**  
*\*The Transformed School Counselor (4<sup>th</sup> edition), by Dahir & Stone (2024) will be the book for this class. Please buy or rent this newest edition! This text will ALSO be used in EDCG 5352 in the fall semester.*
- Texas Education Agency. (2018) *The Texas Model for Comprehensive School Counseling Programs, 5<sup>th</sup> ed.* The Texas Counseling Association  
[https://tea.texas.gov/sites/default/files/Pub\\_2018\\_Texas-Model\\_5th-Edition.pdf](https://tea.texas.gov/sites/default/files/Pub_2018_Texas-Model_5th-Edition.pdf)  
**\*\*DO NOT BUY: A new model will be coming out within the year! Just download for free\*\***

**Other Required Materials:**

- American Counseling Association. (2014). *2014 Code of Ethics*. Retrieve from [www.counseling.org](http://www.counseling.org)
- American School Counselor Association. (2022). *Ethical Standards for School Counselors*, Retrieve from [www.schoolcounselor.org](http://www.schoolcounselor.org)
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. (7<sup>th</sup> ed.). Washington, D.C.: Author.

**Other Required Readings:**

Carlson, N. (2017, October). To tell or not to tell: The fine line between minors' privacy and others' right to know. *Counseling Today*, 16-18.

Goodrich, K. M., Kingsley, K. V., & Sands, H. C. (2020). Digitally responsive school counseling across the ASCA national model. *International Journal for the Advancement of Counseling*, 42 147-158.  
<https://doi.org/10.1007/s10447-020-09396-9>

Havlik, S., Ciarletta, M., & Crawford, E. (2019). "If we don't define our roles, someone else will"; professional advocacy in school counseling. *Professional School Counseling*, 22 (1) 1-11. <https://doi.org/10.1177/2156759X19848331>

### **COURSE DESCRIPTION: EDCG 5316 School Counseling Leadership and Advocacy**

This course explores the evolution of the counseling profession with an emphasis on the historical development of school counseling. Professional identity, legal and ethical issues in schools, and collaboration with school, family, and community are discussed. Pre-service counselors will learn how to plan, design, implement, and evaluate a comprehensive, developmental guidance and counseling program designed to promote personal growth and development of all students.

### **STUDENT LEARNING OUTCOMES:**

Upon successful completion of this course, the student will know how to integrate and apply knowledge and skills gained in the counselor training program by:

1. Students will identify how to work in a field-based setting compatible to their career goal;
2. Students will demonstrate how to observe, participate in and conduct professionally appropriate activities performed by regularly employed professional school counselors;
3. Students will identify and demonstrate individual, counseling, group counseling, and guidance skills, as well as other professional skills required of school counselors;
4. Students will demonstrate a commitment of professional school counselors;
5. Students will exhibit an increased understanding of individual students and other clients;
6. Students will demonstrate an understanding and apply the ethical and other professional standards to which school counselors adhere appropriately; and
7. Students will articulate and apply a cogent, relevant personal theory of counseling.

### **2024 CACREP Standards:**

#### **Section 3: Foundational Counseling Curriculum**

##### **A. Professional Counseling Orientation and Ethical Practice**

1. history and philosophy of the counseling profession and its specialized practice areas
2. the multiple professional roles and functions of counselors across specialized practice areas
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
5. the role and process of the professional counselor advocating on behalf of the profession
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas

## **B. Social and Cultural Identities and Experiences**

1. theories and models of multicultural counseling, social justice, and advocacy
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities

## **C. Lifespan Development**

1. theories of individual and family development across the lifespan
7. models of resilience, optimal development, and wellness in individuals and families across the lifespan
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness
13. effects of crises, disasters, stress, grief, and trauma across the lifespan

## **E. Counseling Practices and Relationships**

5. application of technology related to counseling
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences
14. development of measurable outcomes for clients
15. evidence-based counseling strategies and techniques for prevention and intervention
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources
19. suicide prevention and response models and strategies
20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies
21. processes for developing a personal model of counseling grounded in theory and research

## **H. Research and Program Evaluation**

1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices

4. practice-based and action research methods
5. statistical tests used in conducting research and program evaluation
6. analysis and use of data in research
7. use of research methods and procedures to evaluate counseling interventions
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy
9. culturally sustaining and developmentally relevant outcome measures for counseling services
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation

## **Section 5: Entry – Level Specialized Practice Areas**

### **H. School Counseling**

1. models of school counseling programs
3. models of school-based collaboration and consultation
4. development of school counseling program mission statements and objectives
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. qualities and styles of effective leadership in schools
8. advocacy for comprehensive school counseling programs and associated school counselor roles
9. school counselor roles and responsibilities in relation to the school crisis and management plans
13. strategies for implementing and coordinating school-based interventions
15. evidence-based and culturally sustaining interventions to promote academic development
16. approaches to increase promotion and graduation rates

### **School Counselor Certificate Standards (TAC §239.15):**

The following school counselor certification standards are addressed in this class.

#### **Standard I. Learner-Centered Knowledge:**

The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (1) the history and philosophy of counseling;
- (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;
- (9) legal and ethical standards, practices, and issues and the importance of commitment to and implementation of ethical principles;
- (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; and
- (17) the comprehensive school counseling program model

#### **Standard II. Learner-Centered Skills:**

The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in *The Texas Model for Comprehensive School Counseling Programs*. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating *The Texas Model for Comprehensive School Counseling Programs*;
- (2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in *The Texas Model for Comprehensive School Counseling Programs*;
- (5) coordinate resources, referrals, and follow-up procedures for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process; and
- (10) advocate for a comprehensive school counseling program that is responsive to all students.

#### 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;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services.

#### 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;
- (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; and
- (3) facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special population, by promoting a cooperative, inclusive, purposeful learning environment.

#### Standard V. Learner-Centered Communications:

The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (1) demonstrate effective communication through oral, written, and nonverbal expression;
- (4) facilitate learners' access to community resources;
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

#### Standard VI. Learner-Centered Professional Development:

The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (4) facilitate learners' access to community resources;

- (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; and
- (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.

### **Educator Preparation Curriculum (19 TAC §228.30):**

(c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:

- (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics), which include:
  - (A) professional ethical conduct, practices, and performance;
  - (B) ethical conduct toward professional colleagues; and
  - (C) ethical conduct toward students;
- (4) the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- (6) the framework in this state for teacher and principal evaluation;
- (7) the appropriate relationships, boundaries, and communications between educators and students;

### **Texas Education Code (TEC)**

#### **Subchapter A: School Counselors and Counseling Programs**

##### **TEC §33.005:**

- (a) A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association.
- (b) The school counselor shall design the program to include:
  - (1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
  - (2) a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
  - (3) an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
  - (4) system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

##### **TEC §33.006:**

- (a) The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities.
- (b) In addition to a school counselor's responsibility under Subsection (a), the school counselor shall:
  - (1) participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students.
  - (4) coordinate people and resources in the school, home, and community; and

- (5) deliver classroom guidance activities or serve as a consultant to teachers conducting lesson based on the school's guidance curriculum.

TEC §33.007:

- (a) Each school counselor at an elementary, middle, or junior high school, including an open-enrollment charter school offering those grades, shall advise students and their parents or guardians regarding the importance of postsecondary education, coursework designed to prepare students for postsecondary education, and financial aid availability and requirements.

**TEA School Counseling Standards for the TExES 252 Exam:**

**Domain I – Knowledge of Learners**

**Competency 001 – Human Development and Learning**

The school counselor understands theories and processes of human development and learning as well as factors that influence development and learning.

**Domain I – Knowledge of Learners**

**Competency 002 – Diversity and Cultural Competence**

The school counselor understands diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

**Domain II – The Comprehensive School Counseling Program**

**Competency 003 – Guidance**

The school counselor understands 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*.

**Domain II – The Comprehensive School Counseling Program**

**Competency 004 – Responsive Services**

The school counselor understands techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

**Domain II – The Comprehensive School Counseling Program**

**Competency 005 – Individual Planning**

The school counselor understands techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

**Domain II – The Comprehensive School Counseling Program**

**Competency 006 – System Support**

The school counselor understands procedures, processes, and strategies for providing systems support.

**Domain II – The Comprehensive School Counseling Program**

**Competency 007 – Program Management**

The school counselor understands the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

**Domain III – The Professional School Counselor**

**Competency 008 – Communication, Consultation, and Collaboration**

The school counselor understands practices and strategies for effective communication, consultation, and

collaboration within the school and community.

### **Domain III – The Professional School Counselor**

#### **Competency 009 – Professional Practice**

The school counselor understands the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

#### **REQUIREMENTS OF THE COURSE**

To be successful in the course, students will utilize the following prerequisite skills:

- Effective writing skills with a control of grammar, punctuation, sentence structure, spelling, and word choice
- A command of communication skills which permit discussions which are clear and precise
- Evidence of class preparation which permits active participation during class discussions
- Basic lesson plan development skills which enable preparation for class sessions and assignments

#### **METHODS OF INSTRUCTION/LEARNING:**

This course consists of lecture, reading, discussions, research and writing.

1. Active **participation** in class discussions and demonstrations is vital to the course. This is much more than a class where you passively listen to lectures, take notes, and memorize power points. *Your involvement is essential to yours and to others' learning.*
2. **Read** all the chapters/sections in the text and prepare for discussions prior to coming to class. This is the best way for you to be a relevant participant in the course.
3. All large, required assignments will be detailed on **assignment sheets** given out on the date specified, and must be completed for a passing grade to be earned for the course.
4. Students will be engaged in didactic and experiential instruction. Lectures will be supplemented with discussions, small group activities, projects, presentations, observations, and guest speakers.

#### **Site Description Assignment**

#### **KEY PERFORMANCE INDICATOR**

Site Description\* (aligns to the Comprehensive Guidance and Counseling Program Framework)

#### **Key Performance Indicator: Program Framework Project**

**CACREP CORE OR SPECIALTY AREA:** School Counseling Leadership and Advocacy

The School Guidance and Counseling Comprehensive Program Framework Project is used to determine the level of student knowledge and skills related to the following CACREP Standards:

- 3H-1 Models of school counseling programs
- 3H-4 Development of school counseling program mission statements and objectives
- 3H-5 Design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
- 3H-6 School counselor roles as leaders, advocates, and systems change agents in P-12 schools

#### **KEY PERFORMANCE INDICATOR:**

#### **Comprehensive Guidance and Counseling Program Framework**

Throughout the term of the course, students will complete activities contributing to the culmination of a



school guidance and counseling comprehensive program framework that aligns to the Texas Model for Comprehensive School Counseling Programs. Using the outline provided, students will apply their learnings from class and other assignments, readings, discussions, and experiences.

Through the framework project students will plan, design, organize, implement, and evaluate their comprehensive school counseling program by:

1. Developing structural components;
2. Providing the school counselor position guide;
3. Defining and describing the school counseling service delivery components;
4. Providing examples of implementation plans; and
5. Evaluating the comprehensive school counseling program and school counselor.

**GRADING RUBRIC FOR PROGRAM FRAMEWORK PROJECT:**

Established Criteria and Standards	3 Points	2 Points	1 Points	Total
<b>Structural Components</b>	<p><u>All</u> School Counseling Structural Components are evident, <u>fully</u> descriptive, and address:</p> <ul style="list-style-type: none"> <li>• Vision and Mission</li> <li>• Rationale</li> <li>• Assumptions</li> <li>• Definition</li> <li>• Community context</li> <li>• Program Goals</li> <li>• Clients Served</li> <li>• Student Domains</li> <li>• Quantitative Designs</li> </ul>	<p>The <u>majority</u> of School Counseling Structural Components are evident, descriptive, and addressed.</p>	<p>School Counseling Structural Components are <u>minimally</u> evident, descriptive, and addressed.</p>	
<b>Counselor Position Guide</b>	<p><u>All</u> School counselor position guide are evident, <u>fully</u> descriptive, and address:</p> <ul style="list-style-type: none"> <li>• School counselor job description</li> <li>• Counselor to Student ratio</li> <li>• Campus and district organizational relationships (org chart)</li> </ul>	<p>The <u>majority</u> of the School Counselor position guide are evident, descriptive, and addressed.</p>	<p>The School Counselor position guide are <u>minimally</u> evident, descriptive, and addressed.</p>	
<b>Delivery Systems Components</b>	<p>The <u>four</u>-school counselor service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, System support) are evident, <u>fully</u> descriptive, and address:</p> <ul style="list-style-type: none"> <li>• Definition &amp; how it is delivered</li> <li>• Clients served</li> <li>• Topics addressed; priorities</li> </ul>	<p>The <u>majority</u> of the four-school counselor service delivery components are evident, descriptive, and addressed.</p>	<p>The four-school counselor service delivery components are <u>minimally</u> evident, descriptive, and addressed.</p>	

	<ul style="list-style-type: none"> <li>• Counselor(s)' role(s)</li> <li>• Administrator(s)' role(s)</li> <li>• Teachers' role(s)</li> <li>• Parent Involvement</li> </ul>			
<b>Implementation Examples</b>	<u>All</u> School counselor implementation examples are evident, <u>fully</u> descriptive, and provide examples of: <ul style="list-style-type: none"> <li>• Guidance Program Improvement plan</li> <li>• Counselor professional development plan</li> </ul>	The <u>majority</u> of School Counselor implementation examples are evident, descriptive, and addressed.	The School Counselor implementation examples are <u>minimally</u> evident, descriptive, and addressed.	
<b>Program Evaluation Plan</b>	<u>All</u> School counselor evaluation plans are evident, <u>fully</u> descriptive, and include: <ul style="list-style-type: none"> <li>• Student outcomes</li> <li>• Program standards</li> <li>• Program improvements</li> <li>• Professional counselors</li> </ul>	The <u>majority</u> of School Counselor evaluation plans are evident, descriptive, and addressed.	The School Counselor evaluation plans are <u>minimally</u> evident, descriptive, and addressed.	
<b>Other Professional Standards</b>	<u>All</u> School counselor professional standards are evident: <ul style="list-style-type: none"> <li>• Graduate writing standard</li> <li>• On time</li> <li>• Cover Page</li> <li>• Ethical Considerations (ACA and ASCA)</li> <li>• References (APA)</li> <li>• Direct quotations meet APA standard</li> </ul>	The <u>majority</u> of School Counselor professional standards are evident, descriptive, and addressed.	The School Counselor professional standards are <u>minimally</u> evident, descriptive, and addressed.	

### EVALUATION PROCESS:

The professor will complete the following rubric to assess School Counseling Leadership and Advocacy. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
16-18	Mastery	4	Able to perform at a high level without supervision on a consistent basis
12-15	Proficient	3	Able to perform without supervision on a consistent basis
9-11	Developing	2	Able to perform with supervision on a consistent basis
7-8	Beginning	1	Able to perform with supervision on an inconsistent basis
0-6	Inadequate	0	Unable to perform with supervision

**KEY PERFORMANCE INDICATOR SCORE:** \_\_\_\_\_

Students who score 0-2 on a key performance indicator assignment will meet with the instructor to discuss remediation with the possibility of a Fitness to Practice referral.

### Graduate Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

### **Student Rights and Responsibilities**

As members of the University community, all enrolled students assume full responsibility for adhering to the university's values and goals. Students are held responsible for staying abreast of their rights as students and for being cognizant on what is deemed proper conduct as outlined in the Student Handbook. The Student Handbook is available through the Student Rights and Responsibilities webpage:

<http://www.tamusa.edu/uploadFile/folders/fcestrad/Pdf/Pdf-635767864704349879-10.100.150.124.pdf>

### **Academic Dishonesty (Cheating and Plagiarism)**

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the provost and vice president for Academic Affairs for disciplinary action. Expulsion from the University is a normal penalty for such offenses.

Plagiarism is a serious violation of academic integrity, and students who engage in plagiarism are subject to disciplinary action. The type of disciplinary action will depend on the severity of the plagiarism but may ultimately lead to the student's expulsion from the program and/or revocation of a student's degree, if the student has already graduated. Please review the Student Handbook for a complete description of the process.

**Attendance:** Learning at the graduate level is significantly enhanced by the scholarly discourse of all students in class. To that end *attendance in class by all students should be a priority*. The following attendance policy will be observed in this class:

- Class attendance is required.
- Each student is allowed (2) absence without penalty. Use them wisely!
- For each absence beyond 2 (regardless of reason), a letter grade will be deducted from the final grade.
- Entering class after it begins is a significant distraction to all involved. After 15 minutes, it will be considered an absence.
- If you decide not to attend this class or find yourself doing poorly, it is your responsibility to drop the class. Faculty is not responsible for dropping students from a course. If you do not drop the course, you run the risk of receiving a letter grade at the end of the semester.
- **The student is responsible** for completing any class work missed and obtaining the assignment for the following class. If you are *absent*, I don't need an excuse from a doctor or anything of

that nature. The class meetings are essential to maximizing the learning from the lectures, discussions, assignments, and readings. If you are absent more than twice, the highest grade you can get in this class is a “B” (85%); Three times is a C (75%). Four or more classes will result in a mark of “F.”

### **Absences for Religious Holidays**

The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the fifteenth day after the first day of the semester, that student has notified the instructor of each class to be missed. The instructor may appropriately respond if a student fails to complete the assignment or examination within a reasonable time after the absence. **Weather:** In cases when weather is inclement, please monitor email and blackboard.

### **Research on Human Subjects**

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online: [Institutional Review Board \(IRB\) \(tamusa.edu\)](http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html)

<http://www.tamusa.edu/graduatestudiesandresearch/irb/irbforms.html>

### **Message for pregnant and parenting students:**

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. 1681 et seq., protects students in all the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues contact Kimele Carter, Director of Disability Services ([Kimele.Carter@tamusa.edu](mailto:Kimele.Carter@tamusa.edu)).

**Nonacademic misconduct:** The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual Misconduct:** Sexual harassment of students and employees at Texas A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation

requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. Disability Support Services (DSS) provides services, auxiliary aids and accommodations for students at Texas A&M University-San Antonio (A&M-SA) who have self-identified, registered and provided DSS with documentation supporting their disability. Students may access additional information on the Disability Support Services webpage: [Disability Support Services \(tamusa.edu\)](http://www.tamusa.edu/dss)

### **Incompletes:**

A grade of Incomplete or “I” is generally not given. Incompletes are not to be used to remedy excessive missed classes or non-completion of required hours. If it becomes clear you will not be able to complete your required experience hours this semester, you will need to drop the course and re-enroll for a subsequent semester. To receive an “I” students will need to:

1. Complete 70% of the class with a passing score of a “C” or better
2. Explain the circumstance for which the “I” is requested, supported with documentation
3. Show class attendance on a regular basis

When a professor agrees to grant an “I”, a contract between the student and professor that outlines a specific timeline for completion of the course will be generated. Topics such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change of grade form with earned letter grade. All “I”s will automatically revert to an “F” after one year.

### **Dropping a Course**

Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.

### **Assignments and Instructional Methods:**

To achieve the objectives of this course and address the course content, I will employ the following teaching interventions: discussion, individual and small-group projects, lectures, role plays, facilitated reflection, and simulated activities.

### **METHODS of EVALUATION:**

Students will be evaluated across multiple domains. As future professional school counselors and clinicians, your skill development in these areas is crucial:

- A) Work individually (as if in schools or private practice)
- B) Work as a part of a small group (as if consulting in schools, meetings, hospital, treatment center, staffing of cases)
- C) Work as a cohort (providing feedback to a group, leading workshops)
- D) Course projects and assignments

### **GRADING CRITERIA:**

Please be aware that an assignment of a B in this course reflects “above average” performance, but A’s are only assigned for “Outstanding” performances that demonstrate excellence in effort and performance. A final grade of “F” may be assigned if a student violates any of the policies cited above, fails to complete any of the required assignments, or has poor attendance.

**MEANS of ASSESSMENT:**

CACREP, TAC, and TEC Standards	Assignments/Requirements	Due Dates	Points
	<b>Attendance &amp; Class Participation</b>	Throughout	10
<b>CACREP:</b> 5H – 1,3,6,7,8  <b>TAC:</b> 239.15 – I: 9,17 II: 2,10 V: 1,8 VI: 10  <b>TEC:</b> 33.006 b (1),(4) 228.30 c (1),(4),(7)	<b>Counselor/Principal/Teacher Interview:</b> Students will interview a PK-12 school counselor, principal, and teacher. Students will submit a written report that includes the interviewees’ description of the campus’ guidance program, guidance program standards in place, perception of school counselor roles (including similarities and differences between counselor and teacher ethics), and a personal reflection of the interview.	2/11 (Counselor) 2/18 (Principal) 2/25 (Teacher) 3/3 (Reflection)	40
<b>CACREP:</b> 3H – 1,4  <b>TAC:</b> 239.15 – I: 6,7,9, 14 V: 1	<b>Research Project:</b> Students will use APA format to effectively research and organize a paper and presentation regarding current topics in school counseling (school emergency planning, bullying, etc. in relation to appropriate school counselor responsibilities)	3/31 (written) 4/08 (presentation)	25 15
<b>CACREP:</b> 3E – 17  <b>TAC:</b> 239.15 – III: 4 V: 4,8 VI: 4  <b>TEC:</b> 33.005 b (4)	<b>Referral Source Report:</b> Each student will identify and visit at least two community agencies and use as a referral source in a group-produced resource guide.	4/14	10
<b>CACREP:</b> 5H – 1,3,6,7,8,13,15,16  <b>TAC:</b> 239.15 – I: 12, 13,17 II: 1,2,4,6,10 III: 1,3,4 IV: 2,3 V:8  <b>TEC:</b> 33.005 a, b (1), (2), (3), (4) 33.006 a, b (1), (4), (5) 33.007 a	<b>District/School Counselor Program Audit/Critique and Reflection</b> – Students will complete an audit/critique of their current campus counseling program with the help of their school counselor.	3/17	10

<p><b>CACREP:</b> 3A – 5,6,8, 10</p> <p><b>TAC:</b> 239.15 – I: 9,14</p>	<p><b>Professional Development Plan</b> – Students will create a professional development plan in preparation to attend a professional counseling conference</p>	4/28	10
<p><b>CACREP:</b> 5H – 3,5,13,15</p> <p><b>TAC:</b> 239.15 – II: 2,6 III – 3</p> <p><b>TEC:</b> 33.005 – b (1)</p>	<p>Students will <b>plan, develop, and deliver</b> an activity that addresses identified student needs through an assigned service delivery component of a comprehensive school counseling program.</p>	5/05	10
<p><b>CACREP:</b> 5H – 1,3,4,5,6,7,8,9,13,15,16</p> <p><b>TAC:</b> 239.15 – I: 1,6,7, 12,13,14,17 II: 1,2,10 III: 1,3,4 IV: 3 V: 1,8 VI: 10</p> <p><b>TEC:</b> 33.005 a, b (1), (2), (3), (4) 33.006 a, b (1), (4), (5) 33.007 a 228.30 c (6)</p>	<p><b>Program Framework Paper</b> (Final Project): As a culminating semester activity, students will develop and write their own comprehensive program framework utilizing the Texas Model as a template.</p>	By 5/05	40
<p><b>CACREP:</b> 3A – 1,2, 3,4,5,6,8,10 5H – 1,3,4,5,6,7,8,9,13, 15,16</p> <p><b>TAC:</b> 239.15 – I: 1,6, 9,12,13,14,17 II: 2 III: 4 IV: 2,3 VI: 10,11</p> <p><b>TEC:</b> 33.005 a 33.006 a 33.007 a 228.30 c (1) (a,b,c), (4),(7)</p>	<p><b>Quizzes:</b> At least four quizzes will be given over the course of the semester. Quiz content will primarily focus on assigned reading, lectures, and class discussion, and cover the following:</p> <ul style="list-style-type: none"> <li>• History and evolution of Counseling and School Counseling</li> <li>• School counselor professional competencies</li> <li>• School counseling delivery components</li> <li>• The comprehensive and developmental guidance and counseling program model structural and service delivery components</li> </ul>	Periodically throughout semester	20
	<b>Personal Reflection</b> Journal Entry	By 5/12	10
	<b>TOTAL POINTS</b>		200

**Course Grading**

- A = 180 – 200
- B = 160 – 179
- C = 140 – 159
- D/F = 139 or below

**Late Written Assignments**

**One (1) point reduction will be deducted off the total grade of the assignment for each day the assignments is turned in late. E-mail me an explanation about late work so that it is documented. Otherwise, I will **NOT** accept your late assignment.**

*All assignments must be completed for a final grade to be assigned.*

**EDCG 5316 Leadership and Advocacy – Spring Class Schedule**

**\*\* All dates and content are tentative; professor reserves the right to make changes as needed.**

DATE	CACREP, TAC & TEC Standards	TOPICS	READINGS COVERED	ASSIGNMENTS
1 1/15		<p>*Video Module BB*</p> <p>Welcome to the School Counseling Profession</p> <p>Introduction to this course</p> <p>Discussion of assignments and syllabus</p>	<p>Syllabus</p> <p>TEA Responsibilities of School Counselors and Updated Legislation</p>	<p><b>**NO IN-PERSON CLASS**</b></p> <p><b>Watch video in Blackboard</b></p> <p>Gather required reading materials, consider interview options, start reading</p> <p><i>Familiarize yourself with: ACA website and divisions TCA website and divisions</i></p>
2 1/22	<p><b>CACREP:</b> 3A – 1,2,3,4,5,6</p> <p><b>TAC:</b> 239.15 – I: 1,6,7,13</p>	<p>Review syllabus from BB video – Q&amp;A</p> <p>History &amp; development of the counseling profession, including school counseling</p> <p>Professional counseling associations (ACA, TCA, TSCA)</p>	<p>The TSC – Ch. 1</p> <p>Havlik et al., 2019 article</p>	<p><b>Counselor/Principal/Teacher Interview assigned: Leadership Roles, Responsibilities, and Ethics</b></p>



3 1/29	<b>CACREP:</b> 3A –4,10 3B – 5,6,7,9,10 3E – 5,6,20,21 3H – 11  <b>TAC:</b> 239.15 – I: 9,13 VI: 11  <b>TEC:</b> 228.30 c (1)	Ethics in Counseling  Digital Ethics in Counseling  School Counselors' Standards: Legal  School Counselors' Clients, including counseling minor clients & awareness of special counseling populations	The TSC – Ch. 6  Carlson, 2017 article  Goodrich et al., 2020 article  ACA & ASCA Ethical standards	<b>Quiz 1 – SC History (due 2/04)</b>
4 2/05	<b>CACREP:</b> 3E – 14,15 3H – 2,4,5,7,10  <b>TAC:</b> 239.15 – I: 17	Data Night  Data sources include: 1. AEIS 2. PEIMS 3. Needs Assessments 4. Time Logs 5. SBDM Committee	The TSC – Ch. 8	<b>Counselor Interview Discussion (due 2/11)</b>  <b>Select Research Project</b>
5 2/12		<b>Guest Speaker – APA Research</b>	<b>Discuss: Research Project (Q&amp;A)</b>	<b>Principal Interview Discussion (due 2/18)</b>  <b>Quiz 2 (due 2/18)</b>
6 2/19	<b>CACREP:</b> 3A – 1,2,3,4,5  <b>TAC:</b> 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6  <b>TEC:</b> 33.005 a, b (1),(2),(3), (4) 33.006 a, b (1), (4), (5) 33.007 a 228.30 c (1), (4),(7)	Responsibilities of School Counselors and Other Staff	Texas Model – Introduction and Section I	<b>Teacher Interview Discussion (due 2/25)</b>

7 2/26	<p><b>CACREP:</b> 3A – 1,2,3,4,5</p> <p><b>TAC:</b> 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6</p> <p><b>TEC:</b> 33.005 a, b (1),(2),(3), (4) 33.006 a, b (1), (4), (5) 33.007 a</p>	<p>Program Implementation Cycle</p> <ul style="list-style-type: none"> <li>• Organizing</li> <li>• Planning</li> <li>• Designing</li> <li>• Implementing</li> <li>• Evaluating</li> </ul>	<p>Texas Model – Section II</p> <p><b>Referral Source Report assigned</b></p> <p><b>Program Critique assigned</b></p>	<p><b>Counselor – Principal Reflection Paper (due 3/03)</b></p> <p><b>Quiz 3 (due 3/03)</b></p> <p><b>Bring: A copy of your Campus Improvement Plan and Comprehensive Guidance and Counseling Plan (use for our Framework assignment – start looking through data)</b></p>
8 3/04	<p><b>CACREP:</b> 3A – 1,2,3,4,5</p> <p><b>TAC:</b> 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6</p> <p><b>TEC:</b> 33.005 a, b (1),(2),(3), (4) 33.006 a, b (1), (4), (5) 33.007 a</p>	<p>Foundational Components:</p> <ul style="list-style-type: none"> <li>• Mission</li> <li>• Program Rationale</li> <li>• Program Assumptions</li> <li>• Program Goals</li> <li>• Priorities</li> <li>• Program Evaluation</li> </ul>	<p>Texas Model – Section III</p>	<p><b>Program Critique (due 3/17)</b></p> <p><b>In Class – Develop:</b></p> <ol style="list-style-type: none"> <li>1. Mission Statement</li> <li>2. Program Assumptions</li> <li>3. Needs Assessment (choose 1: student, teacher, or parent)</li> </ol> <p><b>Data sources for goals include:</b></p> <ol style="list-style-type: none"> <li>1. AEIS</li> <li>2. PEIMS</li> <li>3. Needs Assessments</li> <li>4. Time Logs</li> <li>5. SBDM Committee</li> </ol>
9 3/18	<p><b>CACREP:</b> 3A – 1,2,3,4,5</p> <p><b>TAC:</b> 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6</p> <p><b>TEC:</b> 33.005 a, b (1),(2),(3), (4) 33.006 a, b (1), (4), (5) 33.007 a</p>	<p>Four Service Delivery Components:</p> <ul style="list-style-type: none"> <li>• Guidance Curriculum</li> <li>• Responsive Services</li> <li>• Individual Planning</li> <li>• System Support</li> </ul>	<p>Texas Model – Section IV</p>	<p><b>Quiz 4 (due 3/24)</b></p>

<p>10 3/25</p>	<p><b>CACREP:</b> 3A – 1,2,3,4,5</p> <p><b>TAC:</b> 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6</p> <p><b>TEC:</b> 33.005 a, b (1),(2),(3), (4) 33.006 a, b (1), (4), (5) 33.007 a</p>	<p>Program Curriculum and Content Areas:</p> <ul style="list-style-type: none"> <li>• Intrapersonal Effectiveness</li> <li>• Interpersonal Effectiveness</li> <li>• Post-secondary Planning and Career Readiness</li> <li>• Personal Health and Safety</li> </ul>	<p>Texas Model – Section V</p>	<p><b>RESEARCH PROJECT WRITTEN PORTION (DUE 3/31)</b></p>
<p>11 4/01</p>	<p><b>CACREP:</b> 3A – 1,4 3B – 10 3E – 14,15 3H – 1,2,4,5,6, 7,9,10</p> <p><b>TAC:</b> 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6</p> <p><b>TEC:</b> 33.005 a, b (1),(2),(3), (4) 33.006 a, b (1), (4), (5) 33.007 a</p>	<p>ASCA National Model vs. Texas Model (compare and contrast)</p>	<p>The TSC – Ch. 7  ASCA National Model</p>	<p><b>Research Project Presentations **In Class**</b></p>
<p>12 4/08</p>	<p><b>CACREP:</b> 3A – 2,3,4,5,6,10 5H – 1,3,4,5,6, 7,8,9,13,15,16</p> <p><b>TAC:</b> 239.15 – I: 9,12,13,17 II: 1,2,5,6,10 III: 1,3,4 IV: 1,2,3 V: 1,8 VI: 10,11</p>	<p>STUDENT PRESENTATIONS</p> <p>TEMPSC-III: Evaluation Model</p>	<p>TEMPSC-III  Professional Development Plan Assigned</p>	<p><b>Referral Source Report (due 4/14)</b></p>

	<p><b>TEC:</b> 33.005 – a, b (1),(2),(3), (4)  33.006 a, b (1), (4),(5)  33.007 a  228.30 c (6)</p>			
13 4/15	<p><b>CACREP:</b> 3A – 2,3,4,5  3B – 5,6,7,8,9  3C – 17,19  3E – 17,19</p> <p><b>TAC:</b> 239.15 – I: 9,12,13,17  II: 1,2,5,6,10  III: 1,3,4  IV: 1,2,3  V: 1,8  VI: 10,11</p> <p><b>TEC:</b> 33.005 – a, b (1),(2),(3), (4)  33.006 a, b (1), (4),(5)  33.007 a</p>	<p>Framework Discussion</p> <p>Building Your Program</p>	The TSC – Ch. 13	<b>Professional Development Plan (due 4/28)</b>
14 4/22	<p><b>CACREP:</b> 3A – 4,5  3B – 5,6,7,9  3E – 20,21</p> <p><b>TAC:</b> 239.15 – I: 6,7,9,14,17  II: 1,2,5,6,10  III: 1,4  IV: 1,2,3  V: 1,8  VI: 10,11</p> <p><b>TEC:</b> 33.005 a</p>	Leadership and Advocacy	<p>The TSC – Ch. 4</p> <p>The TSC – Ch. 5</p>	
15 4/29	<p><b>CACREP:</b> 3A – 3,4,8  3B – 1,2,3,4,5, 6,7,8,9  3C – 1,7,11,13  3E – 7,11,21</p> <p><b>TAC:</b> 239.15 – I: 6,7,14  II: 10</p>	<p>Culturally Responsive PSCs</p> <p>Safe Learning Environments</p>	<p>The TSC – Ch. 9</p> <p>The TSC – Ch. 11</p> <p><i>Service delivery component presentation (10 min)</i></p>	<p><b>Service Delivery Component: Guidance Lesson (due by 5/05)</b></p> <p><b>FRAMEWORK DUE (by 5/05)</b></p>

	III: 1,3,4 IV: 1,2,3 V: 8 VI: 11  <b>TEC: 33.006</b> a, b (1),(4),(5)			
16 5/06		<b>FINAL CLASS</b>	One-on-one meetings to review framework (via zoom)	<b>Personal Reflection Journal Entry (Due by 5/12)</b>