



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 2025**

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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 – 5:00; 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 (4th 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, 5th ed.* The Texas Counseling Association
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 months! Just download for free****

Other Required Materials:

- American Counseling Association. (2014). *2014 Code of Ethics*. Retrieve from www.counseling.org
- American School Counselor Association. (2022). *Ethical Standards for School Counselors*, Retrieve from www.schoolcounselor.org
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. (7th 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 and increased understanding of individual students and other clients;
6. Students will demonstrate and 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;

Teacher & Principal Evaluation Framework (19 TAC §228.30 (c)):

(6) the framework in this state for teacher and principal evaluation;

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 lessons 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
Structural Components	<p><u>All</u> School Counseling Structural Components are evident, <u>fully</u> descriptive, and address:</p> <ul style="list-style-type: none"> • Vision and Mission • Rationale • Assumptions • Definition • Community context • Program Goals • Clients Served • Student Domains • Quantitative Designs 	<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>	
Counselor Position Guide	<p><u>All</u> School counselor position guides are evident, <u>fully</u> descriptive, and address:</p> <ul style="list-style-type: none"> • School counselor job description • Counselor to Student ratio • Campus and district organizational relationships (org chart) 	<p>The <u>majority</u> of the School Counselor position guides are evident, descriptive, and addressed.</p>	<p>The School Counselor position guide is <u>minimally</u> evident, descriptive, and addressed.</p>	
Delivery Systems Components	<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"> • Definition & how it is delivered • Clients served • Topics addressed; priorities • Counselor(s)' role(s) • Administrator(s)' role(s) • Teachers' role(s) • Parent Involvement 	<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>	
Implementation Examples	<p><u>All</u> School counselor implementation examples are evident, <u>fully</u> descriptive, and provide examples of:</p> <ul style="list-style-type: none"> • Guidance Program Improvement plan • Counselor professional development plan 	<p>The <u>majority</u> of School Counselor implementation examples are evident, descriptive, and</p>	<p>The School Counselor implementation examples are <u>minimally</u> evident, descriptive, and</p>	

		addressed.	addressed.	
Program Evaluation Plan	<u>All</u> School counselor evaluation plans are evident, <u>fully</u> descriptive, and include: <ul style="list-style-type: none"> • Student outcomes • Program standards • Program improvements • Professional counselors 	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.	
Other Professional Standards	<u>All</u> School counselor professional standards are evident: <ul style="list-style-type: none"> • Graduate writing standard • On time • Cover Page • Ethical Considerations (ACA and ASCA) • References (APA) • Direct quotations meet APA standard 	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).

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
	Attendance & Class Participation	Throughout	10
CACREP: 5H – 1,3,6,7,8 TAC: 239.15 – I: 9,17 II: 2,10 V: 1,8 VI: 10 TEC: 33.006 b (1),(4) 228.30 c (1),(4),(7)	Counselor/Principal/Teacher Interview: 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.	2/09 (Counselor) 2/16 (Principal) 2/23 (Teacher) 3/2 (Reflection)	40
CACREP: 3H – 1,4 TAC: 239.15 – I: 6,7,9, 14 V: 1	Research Project: 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)	3/30 (written) 4/07 (presentation)	25 15
CACREP: 3E – 17 TAC: 239.15 – III: 4 V: 4,8 VI: 4 TEC: 33.005 b (4)	Referral Source Report: Each student will identify and visit at least two community agencies and use as a referral source in a group-produced resource guide.	4/13	10
CACREP: 5H – 1,3,6,7,8,13,15,16 TAC: 239.15 – I: 12, 13,17 II: 1,2,4,6,10 III: 1,3,4 IV: 2,3 V:8	District/School Counselor Program Audit/Critique and Reflection – Students will complete an audit/critique of their current campus counseling program with the help of their school counselor.	3/16	10

<p>TEC: 33.005 a, b (1), (2), (3), (4) 33.006 a, b (1), (4), (5) 33.007 a</p>			
<p>CACREP: 3A – 5,6,8, 10</p> <p>TAC: 239.15 – I: 9,14</p>	<p>Professional Development Plan – Students will create a professional development plan in preparation to attend a professional counseling conference</p>	4/27	10
<p>CACREP: 5H – 3,5,13,15</p> <p>TAC: 239.15 – II: 2,6 III – 3</p> <p>TEC: 33.005 – b (1)</p>	<p>Students will plan, develop, and deliver an activity that addresses identified student needs through an assigned service delivery component of a comprehensive school counseling program.</p>	5/04	10
<p>CACREP: 5H – 1,3,4,5,6,7,8,9,13,15,16</p> <p>TAC: 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>TEC: 33.005 a, b (1), (2), (3), (4) 33.006 a, b (1), (4), (5) 33.007 a 228.30 c (6)</p>	<p>Program Framework Paper (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 5/04	40
<p>CACREP: 3A – 1,2, 3,4,5,6,8,10 5H – 1,3,4,5,6,7,8,9,13, 15,16</p> <p>TAC: 239.15 – I: 1,6, 9,12,13,14,17 II: 2 III: 4 IV: 2,3 VI: 10,11</p> <p>TEC: 33.005 a</p>	<p>Quizzes: 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"> • History and evolution of Counseling and School Counseling • School counselor professional competencies • School counseling delivery components • The comprehensive and developmental guidance and counseling program model structural and service delivery components 	Periodically throughout semester	20

33.006 a 33.007 a 228.30 c (1) (a,b,c), (4),(7)			
TAC: 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 TAC: 228.30 (6)	Reflection: Students will write a reflection on the differences and similarities between the Counselor, Principal, and Teacher evaluation models.	By 5/11	10
	TOTAL POINTS		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
Week 1 ONLINE Module		*Video Module BB* Welcome to the School Counseling Profession Introduction to this course	Syllabus TEA Responsibilities of School Counselors and Updated Legislation	Gather required reading materials, consider interview options, start reading <i>Familiarize yourself with: ACA website and divisions TCA website and divisions</i>

		Discussion of assignments and syllabus		
Week 2 1/27	CACREP: 3A – 1,2,3,4,5,6 TAC: 239.15 – I: 1,6,7,13	Review syllabus from BB video – Q&A History & development of the counseling profession, including school counseling Professional counseling associations (ACA, TCA, TSCA)	The TSC – Ch. 1 Havlik et al., 2019 article	Counselor/Principal/Teacher Interview assigned: Leadership Roles, Responsibilities, and Ethics
Week 3 2/3	CACREP: 3A –4,10 3B – 5,6,7,9,10 3E – 5,6,20,21 3H – 11 TAC: 239.15 – I: 9,13 VI: 11 TEC: 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	Quiz 1 – SC History (due)
Week 4 2/10	CACREP: 3E – 14,15 3H – 2,4,5,7,10 TAC: 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	Counselor Interview Discussion (due) Select Research Project

Week 5 2/17	<p>CACREP: 3A – 1,2,3,4,5</p> <p>TAC: 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6</p> <p>TEC: 33.005 a, b (1),(2),(3), (4) 33.006 a, b (1), (4), (5) 33.007 a 228.30 c (1), (4),(7)</p>	Responsibilities of School Counselors and Other Staff	Texas Model – Introduction and Section I	<p>Principal Interview Discussion (due)</p> <p>Quiz 2 (due)</p>
Week 6 2/24		Guest Speaker – APA Research	Discuss: Research Project (Q&A)	Teacher Interview Discussion (due)
Week 7 3/3	<p>CACREP: 3A – 1,2,3,4,5</p> <p>TAC: 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6</p> <p>TEC: 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"> • Organizing • Planning • Designing • Implementing • Evaluating 	<p>Texas Model – Section II</p> <p>Referral Source Report assigned</p> <p>Program Critique assigned</p>	<p>Counselor/Principal/Teacher Reflection Paper (due)</p> <p>Quiz 3 (due)</p> <p>Bring: A copy of your Campus Improvement Plan and Comprehensive Guidance and Counseling Plan (use for our Framework assignment – start looking through data)</p>
Week 8 3/17	<p>CACREP: 3A – 1,2,3,4,5</p> <p>TAC: 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6</p>	<p>Foundational Components:</p> <ul style="list-style-type: none"> • Mission • Program Rationale • Program Assumptions • Program Goals 	Texas Model – Section III	<p>Program Critique (due)</p> <p>In Class – Develop:</p> <ol style="list-style-type: none"> 1. Mission Statement 2. Program Assumptions 3. Needs Assessment (choose 1: student, teacher, or parent) <p>Data sources for goals include:</p>

	<p>TEC: 33.005 a, b (1),(2),(3), (4) 33.006 a, b (1), (4), (5) 33.007 a</p>	<ul style="list-style-type: none"> • Priorities • Program Evaluation 		<ol style="list-style-type: none"> 1. AEIS 2. PEIMS 3. Needs Assessments 4. Time Logs 5. SBDM Committee
<p>Week 9 3/24</p>	<p>CACREP: 3A – 1,2,3,4,5</p> <p>TAC: 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6</p> <p>TEC: 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"> • Guidance Curriculum • Responsive Services • Individual Planning • System Support 	<p>Texas Model – Section IV</p>	<p>Quiz 4 (due)</p>
<p>Week 10 3/31</p>	<p>CACREP: 3A – 1,2,3,4,5</p> <p>TAC: 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6</p> <p>TEC: 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"> • Intrapersonal Effectiveness • Interpersonal Effectiveness • Post-secondary Planning and Career Readiness • Personal Health and Safety 	<p>Texas Model – Section V</p>	<p>RESEARCH PROJECT WRITTEN PORTION (DUE)</p>
<p>Week 11 4/7</p>	<p>CACREP: 3A – 1,4 3B – 10 3E – 14,15 3H – 1,2,4,5,6, 7,9,10</p>	<p>Student Presentations</p> <p>ASCA National Model vs. Texas Model (compare and contrast)</p>	<p>The TSC – Ch. 7</p> <p>ASCA National Model</p>	<p>Research Project Presentations **In Class**</p>

	<p>TAC: 239.15 – II: 1,2,10 III: 1,3,4 IV: 2,3 V: 8 VI: 6</p> <p>TEC: 33.005 a, b (1),(2),(3), (4) 33.006 a, b (1), (4), (5) 33.007 a</p>			
<p>Week 12 4/14</p>	<p>CACREP: 3A – 2,3,4,5,6,10 5H – 1,3,4,5,6, 7,8,9,13,15,16</p> <p>TAC: 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 TAC: 228.30 (6)</p> <p>TEC: 33.005 – a, b (1),(2),(3), (4) 33.006 a, b (1), (4),(5) 33.007 a 228.30 c (6)</p>	<p>TEMPSC-III: Evaluation Model</p> <p>T-TESS: Evaluation Model https://teachfortexas.org/</p> <p>T-PESS: Evaluation Model https://tpess.org/</p>	<p>TEMPSC-III</p> <p>Compare and contrast T-TESS, T- PESS, & TEMPSC- III</p> <p>Professional Development Plan Assigned</p>	<p>Referral Source Report (due)</p>
<p>Week 13 4/21</p>	<p>CACREP: 3A – 2,3,4,5 3B – 5,6,7,8,9 3C – 17,19 3E – 17,19</p> <p>TAC: 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>Framework Discussion</p> <p>Building Your Program</p>	<p>The TSC – Ch. 13</p>	<p>Reflection (Evaluations) due</p>

	<p>TEC: 33.005 – a, b (1),(2),(3), (4) 33.006 a, b (1), (4),(5) 33.007 a</p>			
<p>Week 14 4/28</p>	<p>CACREP: 3A – 4,5 3B – 5,6,7,9 3E – 20,21</p> <p>TAC: 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>TEC: 33.005 a</p>	<p>Leadership and Advocacy</p>	<p>The TSC – Ch. 4 The TSC – Ch. 5</p>	<p>Professional Development Plan (due)</p>
<p>Week 15 5/5</p>	<p>CACREP: 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>TAC: 239.15 – I: 6,7,14 II: 10 III: 1,3,4 IV: 1,2,3 V: 8 VI: 11</p> <p>TEC: 33.006 a, b (1),(4),(5)</p>	<p>Culturally Responsive PSCs</p> <p>Safe Learning Environments</p>	<p>The TSC – Ch. 9 The TSC – Ch. 11</p> <p><i>Service delivery component presentation (10 min)</i></p>	<p>Service Delivery Component: Guidance Lesson (due)</p> <p>FRAMEWORK DUE</p>
<p>Week 16 5/12</p>		<p>FINAL CLASS</p>	<p>One-on-one meetings to review framework (via zoom)</p>	

ADDITIONAL IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance.

Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions

and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

No Use of Generative AI Permitted

EDCG 5335 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.