



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 2026**

Instructor: Danelle Flores, Ph.D., NCC, CSC, LPC

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Semester: Spring 2026

Class Day: Monday

Class time: 7:00 – 8:15 PM

Class Location: Classroom Hall 303

****All communication MUST go through your TAMUSA email account****

Course Description

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.

Instructional Methods

Course content will be presented using multiple teaching strategies including lectures supplemented with discussions, assigned readings, small group activities, projects, presentations, research, and/or writing.

Course Instructional Format

This course is presented in a hybrid format. Students are expected to attend face-to-face meetings and complete online activities in addition to the course assignments in Blackboard. Students will receive advance notice of Zoom meetings in place of face-to-face meetings.

Student Learning Outcomes (SLOs)

Upon successful completion of the course, students will:

1. Identify how to work in a field-based setting compatible with their career goal.

2. Demonstrate how to observe, participate in, and conduct professionally appropriate activities performed by regularly employed professional school counselors
3. Identify and demonstrate individual, counseling, group counseling, and guidance skills, as well as other professional skills required of school counselors
4. Demonstrate a commitment to professional school counselors
5. Exhibit an increased understanding of individual students and other clients
6. Demonstrate an understanding and apply the ethical and other professional standards to which school counselors adhere appropriately
7. Articulate and apply a cogent, relevant personal theory of counseling.

Required Text

Dahir, C.A., & Stone, C. (2024). *The transformed school counselor* (4th ed.). Cengage Learning.

Texas Education Agency. (2018) *The Texas model for comprehensive school counseling programs* (5th ed.). The Texas Counseling Association.

<https://tea.texas.gov/academics/learning-support-and-programs/school-guidance-and-counseling/pub2018texas-model5th-edition.pdf>

Other Required Materials

American Counseling Association. (2014). *2014 ACA code of ethics*. ACA.

<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

American School Counselor Association. (2022). *Ethical standards for school counselors*.

ASCA. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA

Texas Administrative Code. §247.2 Code of ethics and standard practices for Texas Educators.

[https://texas-sos.appianportalsgov.com/rules-and-meetings?\\$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=10%2F07%2F2025&recordId=192646](https://texas-sos.appianportalsgov.com/rules-and-meetings?$locale=en_US&interface=VIEW_TAC_SUMMARY&queryAsDate=10%2F07%2F2025&recordId=192646)

Other Required Readings

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>

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

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
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans
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

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
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
13. strategies for implementing and coordinating school-based interventions
15. evidence-based and culturally sustaining interventions to promote academic development
19. strategies to promote equity in student achievement and access to postsecondary education opportunities

School Counselor Certificate Standards (TAC §239.15)

Standard I. Learner-Centered Knowledge:

The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills:

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

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.

Standard IV. Learner-Centered Equity and Excellence for All Learners:

The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications:

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

Standard VI. Learner-Centered Professional Development

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

TEXES Competencies

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.

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.

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.

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.

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.

Competency 006 – System Support

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

Competency 007 – Program Management

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

Competency 008 – Communication, Consultation, and Collaboration

The school counselor understands practices and strategies for effective communication, consultation, and collaboration within the school and community.

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.

Major Course Requirements

1) School Counselor Interview (10 points)

Interview a current, practicing school counselor and submit a 3-4 page paper reflecting on your discussion, what you learned, and how you can use what you learned in your future as a professional school counselor. Of particular emphasis is the development and implementation of a comprehensive school counseling program, school counselor role, working as a multidisciplinary team member, and serving as a leader and advocate.

2) Research Project (15 points)

Students will effectively research a school counseling problem (school emergency planning, bullying, etc.) in relation to appropriate school counselor responsibilities and identify three (3) evidence-based interventions for the issue supported by peer-reviewed literature. Proper identification of the problem/issue with background information, students/clients served, the school counselor's role and responsibilities, and supported with evidence-based practices, with a minimum of 5 peer-reviewed journal articles. The research paper must be in APA 7th edition student format with proper title page, page numbering, and reference list. See rubric for more information.

3) Discussion Posts (5 points)

There will be four (4) discussion prompts posted on Blackboard. Students will provide an initial, thorough response to the prompt and respond to two peers' responses.

4) Quizzes (10)

There will be eight (8) quizzes administered throughout the semester. Quiz content will primarily focus on assigned readings, lectures, and class discussion.

5) Texas DFPS Child Abuse Reporting Training (5 points)

Students will complete the *Mandatory Reporting Community Response for Youth and Families* training provided by the Texas Department of Family and Protective Services. The training can be found at [DFPS LearningHUB: All courses \(Texas.gov\)](https://www.dfps.gov/learninghub). Students will upload their certificate to Blackboard as evidence of completed training.

6) Adolescent Trauma and Substance Use Training (5 points)

Students will complete the Adolescent Trauma and Substance Abuse Online training provided by the National Child Traumatic Stress Network. Students will have to create an account with NCTSN to access this training. Students will upload their training certificate to Blackboard as evidence of training completion. The training can be found at <https://learn.nctsn.org/enrol/index.php?id=59>

7) Comprehensive Program Project (30 points)

As a culminating semester activity, students will develop and write their own comprehensive school counseling program framework utilizing the Texas Model as a template.

8) Final Exam (20)

The comprehensive final exam is comprised of multiple-choice and short answer essay questions over content learned throughout the semester. The exam will be administered via Blackboard. Additional information about the final exam will be provided on Blackboard.

Point Allocation: All assignments must be submitted for a passing grade.

| Standards | Assignment | Points |
|-------------------------------|--|------------|
| 5.H.1, 3, 6, 7, 8 | School Counselor Interview | 10 |
| 5.H.1,3,5,6,7,8,10,13,15,19 | Research Project | 15 |
| 5.H.1,3,5,6,7,8,10,13,15,19 | Discussion Posts | 5 |
| 5.H.1,3,5,6,7,8,10,13,15,19 | Quizzes | 10 |
| 5.H.6,10 | Texas DFPS Child Abuse Reporting Training | 5 |
| 5.H.1,3,5,6,10,13,15,19 | Adolescent Trauma and Substance Use Training | 5 |
| 5.H.1,3,4,5,6,7,8,10,13,15,19 | Comprehensive Program Project | 30 |
| 5.H.1,3,5,6,7,8,10,13,15,19 | Final Exam | 20 |
| | Total Points | 100 |

Grade Distribution

| A | B | C |
|--------|-------|-------|
| 100-90 | 89-80 | 79-70 |

Less than 70 is unacceptable.

Grading

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.

Course Policies

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.

Academic Dishonesty (Cheating and Plagiarism)

Students are expected to do their own coursework. 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. Still, it 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.

1. Bribery: Providing, offering, or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
2. Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
 - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test, or examination;
 - b. Having another person other than oneself attempt to complete an assignment or exam.
 - c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
 - d. Unauthorized collaboration on assignments and exams; even through electronic means
 - e. Using unauthorized assistance such as books, notes, or other devices (e.g. calculators, cell phones, or computers, etc.);
 - f. Using, selling, giving, or exchanging completed exams to a student who has not yet taken the test;
3. Collusion: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.
4. Lying: The deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

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:

- This course is offered in a Hybrid format. Class dates scheduled for face-to-face are expected to be face-to-face attendance.
- If meeting by Zoom and your camera is not on, you are not considered to be in attendance.
- In short, it is important to treat any online class with the same commitment and focus as you would a face-to-face class.
- If you are going to be absent, please email me before 5:00 PM the day of class.
- The student is expected to attend all classes. It is important to understand that class attendance can be used by the instructor as one criterion for grading; therefore, a student cannot earn an A in the course with more than two absences.

Late Assignments:

One (1) point reduction will be deducted from the total grade of the assignment for each day the assignment is turned in late. Please email me an explanation of the late work prior to the due date so that it is documented. Otherwise, I will NOT accept your late assignment.

University Policies

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:

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

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.

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. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class 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 the 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 fail to fulfill the academic requirements, the professor will submit the earned grade.

EDCG 5316: School Counseling Leadership and Advocacy
Course Schedule

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

| DATE | CACREP & TEA | TOPICS | ASSIGNMENTS |
|---------------|---|--|---|
| WK 1 1/19 | | NO CLASS – MLK DAY | Review Syllabus on BB |
| WK 2 1/26 | CACREP 5.H.1, 2, 3, 6, 8, 10, 15 | Review Syllabus Ch. 1 Today's schools: A microcosm of society Texas Model – Introduction & Section I | |
| WK 3 2/2 | CACREP: 5.H.5, 6, 10, 11, 12, 13, 14, 15 | Ch. 2 Counseling Theory in Schools | Quiz 1 School Counselor Interview Due DP #1 – Initial response 2/4, Peer responses 2/8 |
| WK 4 2/9 | CACREP: 5.H.5, 6, 7, 8, 10, 13, 15, 19 | Ch. 3 Counseling Practice in Schools | Quiz 2 |
| WK 5 2/16 | CACREP: 5.H.5, 6, 7, 8, 9, 10, 15, 16 | Ch. 4 School Counselors as Leaders | Quiz 3 |
| WK 6 2/23 | 5.H.5, 6, 7, 8, 9, 10, 15, 16 | Ch. 5 School Counselors as Advocates Havlik et al., 2019 | Quiz 4 |
| WK 7 3/2 | CACREP: 5.H.6, 8, 10, 11, 12 | Ch. 6 Legal and Ethical Issues for School Counselors | Quiz 5 Research Project Due DP #2 – Initial response 3/4, Peer responses 3/8 |
| WK 8 3/9 | | NO CLASS – SPRING BREAK | |
| WK 9 3/16 | CACREP: 5.H.1, 3, 4, 5, 6, 8, 10, 11, 13, 15, 16, 17, 18, 19 | Ch. 7 Implementing the ASCA National Model Texas Model vs ASCA National Model | Quiz 6 |
| WK 10 3/23 | CACREP: 5.H.1, 2, 3, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19 | Texas Model vs ASCA National Model | |
| WK 11 3/30 | CACREP: 5.H.1, 2, 5, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19 | Texas Model vs ASCA National Model Goodrich et al., 2020 | DP #3 – Initial response 4/1, Peer responses 4/5 |
| WK 12 4/6 | CACREP: 5.H.1, 2, 5, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19 | Texas Model vs ASCA National Model | |
| WK 13 4/13 | CACREP: 5.H.1, 11, 12, 13, 15, 16, 17, 18, 19 | Ch. 8 Accountability and Data-Driven Decision Making | Quiz 7 |

| | | | |
|---------------|---|---|--|
| WK 14 4/20 | CACREP: 5.H.1, 11, 12, 13, 15, 16, 17, 18, 19 | Ch. 9 Culturally Responsive and Sustaining Practices | Quiz 8 DP #4 – Initial response 4/22, peer responses 4/26 |
| WK 15 4/27 | | Review | |
| WK 16 5/4 | | NO CLASS | Final Exam Comprehensive Program Project Adolescent Trauma & Substance Use Training TX DFPS Training |

Netiquette (if needing to meet online)

- 1- Respect People's Privacy- Do Not comment, chat, or text them during class about their surroundings, décor, family, etc.
- 2- Respect People's Right to instruction – Do Not be walking around, dancing, etc. (Eating and pets on lap are fine.)
- 3- Chat on Webex/Zoom is for content-related comments/questions, not socializing or distracting others.
- 4- Please put your Zoom on “mute” until speaking.
- 5- Do Not procrastinate- I recognize when you repeatedly miss class or due dates. Some flexibility will be provided, but I will not chase you for assignments or reteach what you missed. Ask for clarification- If you are unsure of what was said, when something's due, or if the audio cuts out, ask again. Don't ask someone else who is then distracted and is not in charge of your learning. You are responsible for your learning.
- 6- Know your learning style- visual, auditory, kinesthetic? Do not distract others visually or through text during the lecture. Listen, watch, give feedback, and ask questions.
- 7- If you are knocked off a meeting, quietly get back on if possible.
- 8- If the instructor is fading in and out, let her know.
- 9- If electricity cuts out (during a storm, etc.) and connectivity is lost, you are responsible for the content/assignments/reading on the syllabus.
- 10- Weighing Personal Issues- Do you have enough time for class, do you have support in family, can you sit for 2 hours? Do you know how to manage time and balance your life commitments?
- 11- It is the responsibility of the student to ensure that his/her presence has been noted, especially if they enter the Zoom class after it has started. Use “chat” to log in.

IMPORTANT POLICIES AND RESOURCES

University Email Policy and Course Communications: All correspondence between professors and students must occur via University email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

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 at the [website](#) 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 academic accommodations with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. 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. Online tutoring is also available for after hours and weekend assistance.

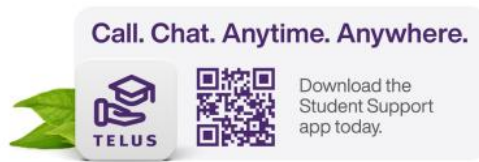
While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

| | Appointments available | Walk in Tutoring – No appointment needed |
|-----------|-------------------------------|---|
| MONDAY | 8 am – 6 pm | 9 am – 5 pm |
| TUESDAY | 8 am – 6 pm | 9 am – 5 pm |
| WEDNESDAY | 8 am – 6 pm | 9 am – 5 pm |
| THURSDAY | 8 am – 6 pm | 9 am – 5 pm |
| FRIDAY | 8 am – 5 pm | 11 am – 4 pm |

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, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

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. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, 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 system. 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](#). 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. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing 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. The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

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 report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you

to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

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 wide variety 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 on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to 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, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

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 discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, 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 sex-based 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. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

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, 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, 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](#) or visit the resources available in the [OSRR website](#)

Important Spring 2026 Dates:

| Dates | Event |
|---------------------|---|
| January 13 | Tuition & Fee Payments deadline |
| January 19 | Martin Luther King, Jr. – No Classes |
| January 20 | First day of class |
| February 4 | Census date |
| February 23-March 6 | Midterm grading period |
| March 9-March 14 | Spring Break |
| April 3 | Study Day – No classes |
| April 17 | Last day to drop with an automatic “W” |
| May 1 | Last day to drop a course or withdraw from the University |
| May 4 | Last day of classes |
| May 5 | Study Day – No classes |
| May 6-May 12 | Final exams |
| May 19 | Commencement |

The complete [academic calendar](#) is available online

No Use of Generative AI Permitted

EDCG 5316 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.

Comprehensive Program Project Key Performance Indicator

CACREP CORE OR SPECIALTY AREA: School Counseling

The Comprehensive Program Project is used to determine the level of student knowledge and skills related to the following CACREP standards:

5.H.1. models of school counseling programs

5.H.3. models of school-based collaboration and consultation

5.H.4. development of school counseling program mission statements and objectives

5.H.5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies

5.H.6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools

5.H.8. advocacy for comprehensive school counseling programs and associated school counselor roles

5.H.10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources

5.H.13. strategies for implementing and coordinating school-based interventions

Throughout the semester, students will complete activities contributing to the culmination of a comprehensive school counseling program that aligns with *The Texas Model for Comprehensive School Counseling Programs*. Using the outline provided in Blackboard, students will apply their learnings from class and other assignments, readings, discussions, and experiences.

EVALUATION PROCESS:

The professor will utilize the following rubric to assess the Comprehensive Program Project. Points correspond to the rating scale.

| Points | Overall Rating | Rating Scale | Description |
|---------------|-----------------------|---------------------|---|
| 25-30 | Mastery | 4 | Able to highly perform as a professional school counselor. |
| 19-24 | Proficient | 3 | Able to perform proficiently as a professional school counselor. |
| 13-18 | Developing | 2 | Able to perform, but inconsistently, as a professional school counselor. |
| 7-12 | Beginning | 1 | Lacks ability to perform proficiently as a professional school counselor. |
| 0-6 | Inadequate | 0 | Unable to perform adequately as a professional school counselor. |

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.

Comprehensive Program Project Rubric (30 points)

| Criteria | >4 - 5 Mastery | >3-4 Proficient | >2-3 Developing | 0-2 Beginning |
|---|---|--|---|--|
| Section I: Introduction to the School and Role of the School Counselor | Provides complete and detailed school and school counselor info. Clearly and insightfully describes the counselor's role aligned with the Texas Model with strong examples of leadership and advocacy. Includes engaging "Meet the Counselor" materials. | Provides accurate school info with minor details missing. Counselor info mostly complete. Describes counselor's role with good connection to Texas Model. Includes example of leadership/advocacy. Includes "Meet the Counselor" materials. | Provides basic school information with some omissions. Counselor info present but lacking detail. Counselor's role described generally with some alignment to Texas Model. Leadership/advocacy example is vague. "Meet the Counselor" materials included but minimal. | Provides incomplete or inaccurate school and counselor information. Counselor's role description lacks alignment to Texas Model. Leadership/advocacy example missing or unclear. "Meet the Counselor" materials missing or inadequate. |
| Section II: Program Implementation | Thorough description of Counseling Advisory Council including diverse membership and documentation of at least two meetings per year. Provides a clear, detailed example of the implementation cycle with all five stages well explained in bullet or table format. Annual Program Plan included, comprehensive and well organized. | Adequate description of Advisory Council membership and meetings. Provides example of implementation cycle addressing most stages with good clarity. Annual Program Plan included with minor gaps. | Basic description of Advisory Council with some missing members or meeting documentation. Implementation cycle example includes some stages but lacks detail. Annual Program Plan included but incomplete. | Advisory Council description incomplete or missing key members/meetings. Implementation cycle example vague or missing stages. Annual Program Plan missing or poorly developed. |
| Section III: Foundation Components | Provides well-developed campus-specific counseling program definition, rationale, assumptions, and goals fully aligned with Texas Model. Clearly describes development of goals and program evaluation process. Includes a strong mission statement distinct from school mission and a well-designed needs assessment or survey. | Provides most foundational components with good alignment. Describes goal development and evaluation process adequately. Mission statement included and distinct. Needs assessment or survey present but basic. | Provides foundational components but some missing or only partially aligned. Goal development and evaluation process described superficially. Mission statement present but lacks distinction. Needs assessment or survey included but limited. | Foundational components incomplete or poorly aligned. Goal development and evaluation process unclear or missing. Mission statement missing or similar to school mission. Needs assessment or survey absent or inadequate. |
| Section IV: Four Service Delivery Components | Provides specific, detailed interventions/activities for each of the four components focused on actions (not just roles). Lists multiple activities per component. Includes clear collaboration examples with parents and community partners. Provides one student outcome with appropriate data visualization and a comprehensive monthly calendar of activities. | Provides interventions/activities for each component with clear action focus. Lists activities adequately. Collaboration examples included but with limited detail. Student outcome and data visualization included. Monthly calendar provided. | Provides some interventions or activities but lacks detail or action focus. Collaboration examples basic or limited. Student outcome included but data visualization or calendar may be incomplete. | Provides minimal or unclear interventions/activities. Collaboration examples missing or unclear. Student outcome or data visualization missing or inadequate. Monthly calendar absent or incomplete. |
| Section V: Program Curriculum | One content area is thoroughly explained in scope and sequence with strong connection to relevant data and program goals. Clearly describes counselor collaboration with stakeholders. Includes a detailed lesson plan/activity aligned to student competencies and goals per Texas Model. Provides a comprehensive evaluation of learning outcomes with relevant data. | Explains selected content area scope and sequence with good data connection and alignment to goals. Describes counselor collaboration adequately. Includes lesson plan/activity aligned to competencies and goals. Provides evaluation of outcomes with some data. | Provides basic explanation of content area scope and sequence with limited data connection or goal alignment. Collaboration description superficial. Lesson plan/activity included but lacks alignment or detail. Outcome evaluation minimal or incomplete. | Explanation of content area scope and sequence unclear or incomplete. Collaboration description missing or vague. Lesson plan/activity missing key elements or alignment. Outcome evaluation absent or inadequate. |

| Criteria | >4 - 5 Mastery | >3-4 Proficient | >2-3 Developing | 0-2 Beginning |
|------------------------------------|---|---|--|---|
| Formatting and Presentation | The entire project is professionally formatted with consistent, clear organization and thorough adherence to the provided outline. All sections include appropriate headings, pagination, and citations where applicable. Visuals and materials (newsletters, social media posts, charts) are clear, well-designed, and enhance understanding. Language is precise, academic, and free from errors. | Formatting is consistent and clear with minor lapses in organization. Most sections follow the outline accurately. Visuals and materials are clear and mostly enhance understanding. Language is mostly academic with few errors. | Formatting is generally acceptable but lacks consistency in organization or headings. Some sections do not fully follow the outline. Visuals and materials are included but with limited clarity or relevance. Language has some errors but is understandable. | Formatting is inconsistent, disorganized, or incomplete. Several sections do not follow the outline. Visuals and materials are minimal, unclear, or unrelated. Language errors distract from understanding. |