

# EDCU 5304 - Professional Orientation: Professional Orientation (Sub II- Oct 21 to Dec 10)

Fall 2024 Syllabus, Section 780, CRN 15644

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## Instructor Information

Dee-Anna Green, PhD, LPC-S, CSC

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Office: Zoom

Office Hours:

By Appointment Only, Please email [deeanna.green@tamiu.edu](mailto:deeanna.green@tamiu.edu) to set up

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## Times and Location

Does Not Meet Face-to-Face

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## Course Description

This course is an introductory course for school counselor candidates that will provide an overview of the counseling profession with an emphasis on the K-12 school environment which includes history and philosophy, professional roles and function, advocacy, and collaborative consultation.

Students will master the basic skills of professional counseling in this course. Prerequisites: Graduate standing.

Educational Programs Department, College of Education

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## Additional Course Information

Modules will be made available on Mondays at 12:00am.

Other Resources

*For certification programs only:*

o Educator program standards ([http://www.tea.state.tx.us/index2.aspx?id=5938&menu\\_id=2147483671&menu\\_id2=794](http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794))

o Certification domains/competencies (<http://cms.texas-ets.org/texas/testframeworks/>)

o TEKS ([http://www.tea.state.tx.us/index2.aspx?id=6148&menu\\_id=720&menu\\_id2=785](http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785))

o College and Career Readiness Standards (<http://www.theccb.state.tx.us/collegereadiness/crs.pdf>)

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## Program Learning Outcomes

This course is related to the following program(s): School Counseling

Program Mission

To prepare highly effective culturally competent professional counselors for Texas K-12 schools and other professional settings.

Relationship to/Alignment with Program Mission:

This course prepares students to be familiar with the intricacies of the School Counselor's role and the responsibilities that are associated with working in a school counseling capacity and all

it entails.

Program Student Learning Outcomes (PSLOs)

PSLO 1: Utilize culturally appropriate counseling practices with regard to age and stage of life.

PSLO 2: Transform a variety of counseling theories and interventions for efficacy in a multicultural environment

PSLO 3: Apply professional, ethical, and legal principles when collaborating or consulting with stakeholders (exp., parents, teachers, other professionals)

PSLO 4: Impact school and non-school counseling programs through the application of leadership and advocacy skills by designing, implementing, and evaluating counseling programs in a myriad of settings.

PSLO 5: Actively engage in professional counseling association.

## Student Learning Outcomes

### Course Objectives and Learning Outcomes

Upon successful completion of this course, each student will:

- CO1: Describe the historical and professional foundations of the counseling profession.
- CO2: Examine a variety of counseling processes, skills, and theoretical orientations.
- CO3: Illustrate the role and function of various professional counseling organizations including their activities, services, and benefits to their members through discussion posts, Voice Threads, and a reflection paper.
- CO4: Discuss the ethical standards of the American Counseling Association and the American School Counseling Association and their relationship to legal considerations in the counseling profession.

## Important Dates

Visit the Academic Calendar (tamiu.edu) (<https://www.tamiu.edu/academiccalendar/>) page to view the term's important dates.

## Textbooks

Group	Title	Author	ISBN
Required	Orientation to the counseling Profession. Advocacy, ethics, and essential professional foundations	Bradley T. Erford	ISBN-13: 9780139442100
Optional	Publication manual of the American Psychological Association (7th ed.)	American Psychological Association	ISBN: 978-1-4338-3217-8

## Other Course Materials

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home/\)](https://www.bkstr.com/texasaminternationalstore/home/).

### Other Resources

For certification programs only:

- o Educator program standards
- o Certification domains/competencies <http://ww1.texas-ets.org/texas/testframeworks/?usid=26&utid=8511091877>
- o TEKS <https://tea.texas.gov/academics/curriculum-standards/teks-review/texas-essential-knowledge-and-skills>
- o College and Career Readiness Standards

## Grading Criteria

### Grading Scale/Schema

In determining the final course grade, the following scale is used in percentage or point value.

- A = 135 – 150 pts; 90 – 100%
- B = 120 – 134 pts; 80 – 89%
- C = 105 – 119 pts; 70-79%
- D = 90 – 104 pts; 60-69%
  
- F = 89 and below; Below 60%

FN = Failure for Non-Attendance  
 S/CR/P Satisfactory/Credit/Pass  
 U/NC Unsatisfactory/No Credit  
 IP = In Progress  
 W = Dropped/Withdrawn  
 I = Incomplete  
 (See policy on Incomplete Grades.)

## Final Grade Breakdown

ASSIGNMENT	VALUE
Discussion Forum Posts (10 points each)	50
Paraphrasing Activity Voice Thread	10
Suicide Risk Assessment Reflection Paper Draft	4
Suicide Risk Assessment Reflection Final Paper	6
School Counselors & Social Services Collaboration VoiceThread	10
Case Study Action Plan #1	15
Case Study Action Plan #2	15
Quizzes (10 points each)	40
Total Points for the Course	150

## Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
10/21	Module #1: Becoming a Professional Counselor. Philosophical, Historical, and Future Considerations & Professional Counseling Organizations, Licensure, Certification, and Accreditation	- Read Chapters 1 & 2 (MO1.1- MO1.4) - Read Article: From counselor-intraining to professional school counselor: Understanding professional identity development. (MO1.1- MO1.4) -View Power Points for each chapter (MO1.1- MO1.4)  - Quiz 1 (MO1.1, MO 1.4)  - Discussion Forum 1 (MO1.1, MO1.4)	Quiz 1 due Day 7 by 11:59pm  Deadline for initial posts will be on Wednesday by 11:59pm You must then respond to 2 of your classmates by 11:59pm on Sunday
10/28	Module #2: Ethical and Legal Issues in Counseling & Theories of Counseling	- Read Chapters 3 & 5 (MO2.1- MO 2.4) -View Power Points for each chapter (MO 2.1- MO 2.4)  - Quiz 2 (MO2.1-MO2.4)  - Discussion Forum 2 (MO2.1-MO2.4)	Quiz 2 due Day 7 by 11:59pm  Deadline for initial posts will be on Wednesday by 11:59pm You must then respond to 2 of your classmates by 11:59pm on Sunday



11/4	Module #3: The Counseling Process & Counseling Microskills	<ul style="list-style-type: none"> <li>- Read Chapters 6 &amp; 7 (MO 3.1- MO 3.4) - View Power Points for each chapter (MO 3.1- MO 3.4) -View Video: Basic Skills of a counselor (MO 3.1- MO 3.4)</li> <li>-Paraphrasing Activity VoiceThread (MO 3.3)</li> <li>- Discussion Forum 3 (MO 3.1-MO 3.2)</li> </ul>	<p>Paraphrasing Activity VoiceThread due Day 7 by 11:59pm</p> <p>Deadline for initial posts will be on Wednesday by 11:59pm You must then respond to 2 of your classmates by 11:59pm on Sunday</p>
11/11	Module #4: Crisis Prevention & Intervention & Mental Health & Rehabilitation Counseling	<ul style="list-style-type: none"> <li>- Read Chapters 8 &amp; 9 (MO 4.1- MO 4.4) - View Power Points for each chapter (MO 4.1- MO 4.4)</li> <li>- Suicide Risk Assessment Reflection Paper Draft (Due in Module 4) (MO 4.1)</li> <li>- Suicide Risk Assessment Reflection Paper Final (Due in Module 5)</li> <li>- Quiz 3 (MO 4.2 – MO 4.4)</li> </ul>	<p>Suicide Risk Assessment Reflection Paper (Draft) Day 7 by 11:59pm</p> <p>Final Draft due in Module 5 on Day 7</p> <p>Quiz 3 due Day 7 by 11:59pm</p>
11/18	Module #5: School, College, and Career Counseling, Human Development, & Multicultural Counseling	<ul style="list-style-type: none"> <li>- Read Chapters 4, 10, &amp; 11 (MO 5.1- MO 5.4) -View Power Points for each chapter (MO 5.1- MO 5.4)</li> <li>- School Counselors &amp; Social Service Agencies Collaboration VoiceThread (MO 5.2)</li> <li>- Discussion Forum 4 (MO 5.1, MO 5.3, MO 5.4, MO 5.5)</li> <li>- Case Study #1 Action Plan (MO 5.6)</li> </ul>	<p>School Counselors &amp; Social Service Agencies Collaboration VoiceThread due Day 7 by 11:59pm</p> <p>Deadline for initial posts will be on Wednesday by 11:59pm You must then respond to 2 of your classmates by 11:59pm on Sunday</p> <p>Case Study #1 Action Plan due Day 7 by 11:59pm</p>
11/25	Module #6: Assessment, Case Conceptualization, Diagnosis and Treatment Planning; & Supervision and Consultation; & Advocating for the Counseling Profession	<ul style="list-style-type: none"> <li>- Read Chapters 12, 13, &amp; 15 (MO 6.1- MO 6.6) -View Power Points for each chapter (MO 6.1- MO 6.6) - Read Articles 1. "If we don't define our roles, someone else will." 2. "School Counselor selfefficacy in advocating for self: How prepared are we?"</li> <li>- Discussion Forum 5 (MO 6.1, MO 6.3, MO 6.4, MO 6.5, MO 6.6)</li> <li>- Case Study #2 Action Plan (MO 6.2)</li> </ul>	<p>Deadline for initial posts will be on Wednesday by 11:59pm You must then respond to 2 of your classmates by 11:59pm on Sunday</p> <p>Case Study #2 Action Plan due Day 7 by 11:59pm</p>
12/2	Module #7: Being an Effective Agent of Change & Accountability in Counseling	<ul style="list-style-type: none"> <li>- Read Chapters 14, 16 (MO 7.1- MO 7.4) - View Power Points for each chapter (MO 7.1- MO 7.4)</li> <li>- Quiz 4 (MO 7.1 – MO 7.4)</li> </ul>	<p>Quiz 4 due Day 7 by 11:59pm</p>

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## University/College Policies

Please see the University Policies below.

### COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

### Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

### Classroom Behavior (applies to online or Face-to-Face Classes)

TAMIU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

### TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamtu.edu/scce/studenthandbook.shtml> (<https://www.tamtu.edu/scce/studenthandbook.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

**Plagiarism:** Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
  - *Caution:* Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
  - *Caution:* Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W".
  - *Caution:* Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

## Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

## AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

## TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

## Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

## Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

## Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml/>)).

## Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, [TitleIX@tamiau.edu](mailto:TitleIX@tamiau.edu), 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, [lorissam.cortez@tamiau.edu](mailto:lorissam.cortez@tamiau.edu)) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>)).

## Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, [TitleIX@tamiau.edu](mailto:TitleIX@tamiau.edu), 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

## Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;

2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

## WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

## Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

## Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

## Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

## Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

## Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.

## Distance Education Courses

### Academic Honesty

As a member in an academic community, candidates in the COE at Texas A&M International University (TAMIU) are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, self-directed and able to manage their own affairs. Candidates who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Candidates are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the TAMIU Honor Code. For more information on the Honor Code, please visit the Office of Student Affairs website. TAMIU faculty have the discretion to impose grade penalties for infractions of the Honor Code as deemed necessary.

### Participation/Attendance

Candidates are held responsible for regularly checking Black Board and their TAMIU email account for course-related materials. Regularity in engagement is expected. Candidates are responsible for maintaining currency with assignment modifications and/or due dates regardless of the



circumstance. The instructor can be available for conferences via zoom for individuals or groups to discuss any questions that you have. The conferences will take place at the discretion of the instructor and on an “as needed” basis.

## Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage/?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

In this online course, be sure to confirm what in-person meetings may be required of you (if applicable).

## Course Structure

This course is offered in a seven-week online course format. Consistent with this format, students will be required to complete seven course modules that reflect a variety of activities that are designed to engage the student with historical and contemporary theories of organizational management. To successfully complete these modules, it is recommended that candidates review the activities that are required in each of the modules ahead of the due dates. Some activities will require meeting with school and district administrators. For this reason, it is recommended that candidates plan accordingly to schedule and coordinate the timely completion of these activities.

## Student-Instructor Communication Policy and Response Time

### Course Messages/Emails

Candidates can expect for all course messages and email communications to be answered by the instructor for the course within 24 hours.

### Assignments and Assessments

Candidates can expect assignments and assessment feedback to be provided on the following schedule.

- o **Assignments/Discussions** will be graded, and feedback provided within 72 hours.
- o **Auto-graded assignments** and feedback will be provided once submitted.
- o **Open-ended assignments and assessments** will be graded, and feedback provided within 7 days.

## Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette** (<http://www.tamui.edu/distance/students/netiquette.shtml/>) for further instruction.

## Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

## Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

## Computer/Technology Requirements

*[Technology requirements must be listed for the course. Information on how to obtain software for purchase or download should be provided. See the following example. Customize technologies to include those that pertain to your course.]*

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

**Additional Hardware.** For this class, you will need the following additional hardware: *[list any additional required hardware here. Additionally, and if applicable, you may use the following statement:]* Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

**NOTE:** Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

**Additional Software.** You will need the following additional software: *[list any additional software required here. Additionally, and if applicable, you may use the following statement:]* TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamui.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

**Note:** Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

## Learning Management System (Blackboard)

Students are provided with an orientation (\*eLearning (Blackboard) Student Orientation\*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at [elarning@tamui.edu](mailto:elarning@tamui.edu).

## Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

## Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

## Web Conferences/Synchronous sessions

*[Instructors that host synchronous virtual meeting sessions should list details on how students will meet with the instructor in this section and whether these meetings are optional or required. Include the frequency of these meetings and a general explanation of the purpose for these sessions.]*

## Grading Scale/Schema

Grading Scale/Schema

In determining the final course grade, the following scale is used in percentage or point value.

- A = 135 – 150 pts; 90 – 100%
- B = 120 – 134 pts; 80 – 89%
- C = 105 – 119 pts; 70-79%
- D = 90 – 104 pts; 60-69%
  
- F = 89 and below; Below 60%

Course Assignments

**Discussion Posts – (Due in Modules 1,2, 3, 5 & 6 on Day 3: Wednesday) Instructions:**

Throughout the course, you will be expected to draw upon the information provided in each module, in addition to any outside resources you choose to include to answer the prompts. Please cite material using APA format. Your deadline for your initial posts will be on Wednesday by 11:59pm. You must then respond to one of your classmates by 11:59pm on Sunday.

Make sure you are incorporating the readings to answer the assigned questions. You may also draw on personal experiences in your discussion. Your initial post should be 300-400 words and draw on the week's readings in your answer or one to two paragraphs per question. You must cite the sources in APA format. Your peer responses should be 100-200 words and should engage your classmate by asking questions, providing additional perspectives and information, and offering your thoughts and opinions. Simply stating you agree or disagree with your classmate is not an acceptable response. Research on-line, if needed, to help you better understand the topics and make sure to list your sources. Always show what you have used from your text or articles to help support your thoughts. Facts are great; however, I also encourage you to share your own perspectives.

Students are expected to integrate well-developed ideas that stimulate discussion among their peers. Clear evidence of critical thinking-application, analysis, synthesis, and evaluation will also be expected to be a part of students' posts. In addition, student posts should be characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment and relevance. Furthermore, students are expected to submit posts that are well articulated and understandable.

Your posts should be substantive and insightful. Responses to peers that simply say "hello" or "I agree" are not considered a substantive contribution. A substantive post or peer response should support your position, begin a new topic, or add insight or another viewpoint to a current discussion topic. In addition, consider the following netiquette guidelines:

1. Your post should focus on one topic. Save additional topics for other posts.
2. Use the subject line to properly label your post. Please Note the Module for the discussion post and indicate the question you have chosen.
3. When presenting supporting evidence, properly cite all quotes, references, and source material according to APA (7TH Edition).
4. Only capitalize words when you wish to highlight a specific point, or in titles. Too much capitalizing can be construed as "shouting."
5. Respect the viewpoints of your fellow learners, and make sure your posts are professional, courteous, and well thought out.

### **Paraphrasing Activity VoiceThread – (Due in Module 3 on Day 7 - Sunday)**

Below are some student statements that you may encounter during your career as a school counselor. Try to identify the key themes or words students are expressing. Then, based on the key words, develop a paraphrase of the client's statement. Create a power point slide for each statement and then voice your paraphrase for each statement. \* (You can display the original statement and the new statement on the slide and then voice your paraphrase).

1. I don't know what to do with my life. I hate school, and everything seems so meaningless. I can barely muster the energy to get out of bed in the morning. Sometimes, I just want to sleep for days.
2. I can't tell if I am coming or going. I can't sleep, I have nightmares, and I feel like a zombie throughout the day. I am so tense my body aches. No matter what I do, it just keeps getting worse.
3. My teachers think I am stupid and lazy. I don't really have any friends and don't really want any. My mom and dad just nag me when I get home from school, and I just want them to leave me alone.

#### **Voice Thread instructions**

Go to the official TAMIU VoiceThread Website (<https://www.tamtu.edu/distance/technology/voicethread.shtml/>) to view videos and instructions on how to use the platform.

### **Suicide Risk Assessment Reflection Paper (Draft due in Module 4 on Day 7 – Sunday)**

**(Final draft due in Module 5 on Day 7 – Sunday)**

As a school counselor you will inevitably encounter students who are experiencing suicidal ideation and you will need to navigate the intricacies of this type of situation and all it entails.

For this assignment you will read a brief scenario about a student and then write a brief reflection paper discussing the following:

- Do you think Catalina is at risk for suicide?
- What risk factors are present?
- What ethical issues should be considered?
- How would you handle this situation?

\*Your paper should adhere to APA guidelines and is to be a minimum of three pages, excluding title and reference pages. You must use at least two external resources to assist you with developing an action plan for this student.

Catalina is a 16-year-old Latina girl who was referred by a teacher at the Catholic high school she attends. Catalina typically earns very good grades and has never been in trouble at school. In the past month, her grades have declined dramatically. She has been sitting by herself in the cafeteria at lunch. She spends most of her time after school in her bedroom by herself and often cries herself to sleep. After two sessions, Catalina tells you that she stole some liquor from a local store and has started drinking to cope with her sadness. She also reveals that she is cutting on her arms and stomach with a razor blade. Five minutes before the session ends, Catalina bursts into tears and tells you that she was raped by a male neighbor. She says that her life is ruined. She begs you not to tell her parents that she is no longer a virgin.

## School Counselors & Social Service Agencies Collaboration VoiceThread

(Due in Module 5 on Day 7 – Sunday)

Why is it important for school counselors to have a working knowledge of social service agencies? (Knowing the answer to this will be beneficial because a version of this question is often asked of applicants in interviews for school counseling positions.)

Research the functions of a minimum of three social service agencies used by professional school counselors. Create a VoiceThread that outlines at least three social service agencies and/or clinical counseling organizations in your community or the surrounding area. Be able to describe the services provided and the referral procedures. Give one example of how a school counselor may need to enlist the services of one of these agencies to assist a child in need more effectively.

## Case Study Action Plan #1

(Due in Module 5 on Day 7 – Sunday)

For this assignment you will create an action plan for a case study which will include consideration of the following questions:

# What do you think should be the focus of counseling? Explain.

# Is there evidence of long-standing interpersonal dysfunction? Explain.

# Is there a reported medical condition that is relevant to the presenting concern? Explain.

# What psychosocial/environmental stressors are important in understanding the concerns? Explain.

# What levels of symptom distress and functional impairments are reported? Explain.

# What cultural implications may need to be considered? Explain.

- How helpful do you think counseling would be?

# What are the multiple contexts and system elements at play in Wayne's situation?

# Wayne certainly has some concerns with which he is struggling, but what are the likely developmental concerns with which others in his multisystemic context are dealing?

- Thinking developmentally and systemically, how can you help Wayne?

**\*You do not need to follow APA guidelines for this assignment. Structure the Action Plan in a manner that is most conducive to you (i.e., Paper or Power Point, etc..) and includes all elements mentioned above. There is no page requirement for this assignment.**

### Case Scenario:

Wayne is a third-grade student whose grades, motivation, and attitude have been in decline for the past few weeks. When seen by the professional counselor and asked what he thinks is happening, Wayne bursts into tears and it all spurts out, "My dad left us, and we had to move in with gram (grandmother) so mom could pick up more work and pay the bills. I have been helping with my little brother and sister because gram is so sick and needs a walker or wheelchair. I think she has the cancer! We haven't seen dad in more than a month; mom said he moved away with some new friend. I don't know what to do. I have so many feelings bottled up inside of me. . ."

## Case Study Action Plan #2

(Due in Module 6 on Day 7 – Sunday)

For this assignment you will create an action plan for a case study which will include consideration of the following questions:

# What do you think should be the focus of counseling? Explain.

- # Is there evidence of long-standing interpersonal dysfunction? Explain.
- # Is there a reported medical condition that is relevant to the presenting concern? Explain.
- # What psychosocial/environmental stressors are important in understanding the concerns? Explain.
- # What levels of symptom distress and functional impairments are reported? Explain.
- # What cultural implications may need to be considered? Explain.
- # How helpful do you think counseling would be?
- # What are the multiple contexts and system elements at play in Tim's situation?
  - Thinking developmentally and systemically, how can you help Tim?

**\*You do not need to follow APA guidelines for this assignment. Structure the Action Plan in a manner that is most conducive to you (i.e., Paper or Power Point, etc..) and includes all elements mentioned above. There is no page requirement for this assignment.**

#### Case Scenario:

You are a professional school counselor assigned to work with a seventh-grade boy named Tim. He has great difficulty completing his work and is falling behind academically. He is unable to complete his written work perfectly and ends up tearing up all his attempts. He has become more irritable in the past few months and cries easily. He does not interact with other students and was suspended for throwing a chair, a teacher at the beginning of the school year. He has been overheard saying, "What's the point of going to school when I already know that I won't live to be 18."

### Quizzes - (Due in Modules 1, 2, 4, & 7 on Day 7 – Sunday)

The quizzes for this course consist of content and material within each Module the quizzes are found in. They are ten-point, multiple choice quizzes. They are timed and will be automatically submitted once the time has expired. Additionally, information regarding instructions for the quizzes can be found in Blackboard.

### Rubrics

See separate course documents for grading rubrics.

### Late Work Policy

All assignments for the course are due in the Blackboard website course page on their respective due dates that are reflected in the calendar section of this syllabus. No late work will be accepted without prior written notice and upon approval by the professor due to medical and/or family emergencies.

### Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

### Turnitin Policy Or Other Types of Assignments in Other Systems

Candidates may be required to submit work to TurnItIn. Candidates are encouraged to submit their work to TurnItIn before they submit the assignment for a grade in order to view the similarity index. To do this, candidates, go to "Optional Settings"; select "No-repository" and submit.

### Proctoring

Respondus LockDown Browser/Monitor OR Examity. Contact [elarning@tamiu.edu](mailto:elarning@tamiu.edu) for the syllabus statement and other information.

### Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

**In this class, we will utilize:** Blackboard (<http://www.tamiu.edu/distance/students/elearning-orientation.shtml/>), (<http://www.tamiu.edu/distance/students/elearning-orientation.shtml/>) Echo360, VoiceThread (<http://www.tamiu.edu/distance/technology/voicethread.shtml/>), (<http://www.tamiu.edu/distance/technology/voicethread.shtml/>) and Turnitin (<http://www.tamiu.edu/distance/technology/turnitin.shtml/>). (<http://www.tamiu.edu/distance/technology/turnitin.shtml/>)

## **Syllabus Subject to Change**

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.