



EDCU 5314 - Pre-Practicum SkillsTech: Pre-Practicum SkillsTech (Sub I- Aug 24 to Oct 09)

Fall 2026 Syllabus, Section 680, CRN 18577

Instructor Information

Dr. Angela Cano Sampson, Ph.D., LPC-S, NCC, CSC

Email: angela.cano@tamiu.edu

Office Hours:

Virtual Appointment Please Email Me to Schedule a Time.

Office Phone: 9563263166

Direct Email is requested for all communication.

Times and Location

Does Not Meet Face-to-Face

Course Description

This is an advanced course where students will practice basic helping skills common to the counseling profession using audio-video taping of mock counseling sessions. Additional skills will be developed in problem-solving, case conceptualization, goal setting, and selecting theoretically appropriate interventions. Prerequisite: Graduate standing.

Educational Programs Department, College of Education

Additional Course Information

Welcome to **EDCU 5314: Pre-Practicum Skills and Techniques**. I am Dr. Angela Cano Sampson, an Assistant Professor of School Counseling at TAMU, and I am honored to guide you through this advanced stage of your school counseling clinical development. My background includes over 28 years in Texas PreK-12 settings—serving as a special education teacher, a certified school counselor at multiple levels, a campus administrator and over 34 years in the counseling field. This multidisciplinary perspective, combined with my Ph.D. in Counselor Education and Supervision, fuels my passion for preparing you to navigate the complex environments and rewards of this vital profession.

This course is a critical "building block" in your journey, reinforcing your knowledge of basic helping skills and therapeutic factors common to most theoretical orientations. It is offered in a seven-week, fully online format where you will transform theory into practice by audio-video taping mock counseling sessions. We will focus on developing your efficacy in case conceptualization, goal setting, and selecting theoretically appropriate interventions to ensure you emerge as a culturally competent professional ready for Texas K-12 schools.

Beyond the classroom, my commitment to this field extends to research in trauma-informed care and telemental health, as well as our private practice, Evolución Counseling, which supports the growth of developing school counselors. I encourage you to view me as a resource as you embrace your multifaceted role as an educator, leader, and mental health professional. I look forward to our work together and to seeing you grow into a powerful agent of change for the students you will serve.

Format: The course is delivered in a seven-week, fully online format.

Modules: Students are required to complete seven distinct course modules.

Methodology: Learning is facilitated through audio-video taping of mock sessions, case conceptualization, and theoretical application.



Coordination Requirements: As this is a reflective writing-heavy course, students must coordinate with classmates in advance to complete required interviews.

Field Activities: Some activities may require scheduling meetings with peers, parents, students, or school administrators; students should plan these well ahead of due dates.

Synchronous Sessions: Two optional, non-mandatory synchronous sessions may be held via web conferencing (Zoom/Teams) during Week 1 and Week 3 for Q&A and mid-term reviews.

Official Channel: TAMIU email is the official means of communication.

Frequency: Students are expected to check their TAMIU email and Blackboard accounts daily.

Instructor Response Time: The professor will respond to emails and course announcements within **24–48 hours**.

Blackboard Connection: It is recommended that candidates connect their Blackboard accounts to their mobile devices for immediate notifications.

Mini Quizzes: Chapters 1–6 and 8.

Video Analysis Exercises: Specific exercises for Chapters 4, 5, and 7.

Tapescripts: Two major tapescript assignments requiring audio-video recording and analysis.

Exams: Multiple-choice exams for Modules 6 and 7.

Reflection Paper: A final reflective component due at the end of the term.

Standard Assignments: Feedback provided within **72 hours**. **Auto-graded Items:** Results provided within **24 hours**.

Open-ended Assessments: Grading and feedback provided within **7 days**.

Late Policy: No late work is accepted without prior written notice and approval from the professor, limited to medical or family emergencies.

Final Exam: A comprehensive exam or performance must be completed as specified by the Academic Calendar.

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. In addition, due dates may be adjusted to accommodate students and the academic calendar. You are encouraged to read your course announcements regularly.

Participation/Attendance

Candidates are held responsible for regularly checking Blackboard and their TAMIU email account for course-related materials. **Regularity in engagement is expected.** Candidates are responsible for being up to date with assignment modifications and/or due dates regardless of the circumstance.

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 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 has the discretion to impose grade penalties for infractions of the Honor Code as deemed necessary.

Course Structure

This course is offered in a seven-week fully 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 peers, parents, students, school and district administrators. For this reason, it is recommended that candidates plan accordingly to schedule and coordinate the timely completion of these activities.



Program Learning Outcomes

Course Objectives

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

In this course, we will reinforce the counseling candidate's knowledge of basic counseling helping skills, therapeutic building blocks in the art of helping and therapeutic factors common to most theoretical orientations used throughout the counseling process.

Program Learning Outcomes

- **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 associations.

Student Learning Outcomes

Course Objectives (CO)

CO1 Synthesize the foundational principles of self-reflection, learning challenges, therapeutic relationships, and practical helping models of effective helping practices.

CO2 Analyze the application of culturally responsive helping skills and significance of individual and cultural differences, analyzing effective assistance strategies for diverse individuals, and categorizing nonverbal and opening communication techniques with illustrative examples for appropriate application in helping interactions.

CO3 Apply foundational counseling skills by effectively differentiating between and utilizing various reflection types (paraphrases, reflections of feeling, reflections of meaning) to enhance client understanding and address common interactive challenges, while considering cultural factors and best practice strategies.

CO4 Evaluate the application of reflecting meaning identifying its reasons, evaluate its use in client stories, and evaluate the guidelines for giving feedback, as well as comparing the definition of confrontation and discrepancies in examples.

CO5 Examine the reasons for thorough assessment, client characteristics, intake form sections, REPLAN factors, and the countering technique for low self-esteem.

CO6 Investigate critical importance of client readiness in motivation for change, through case example analysis, effective application of strategic questioning for enhanced client expectations and distinct advantages of genuine encouragement versus simple praise in therapeutic interactions.

CO7 Appraise the process of ending helping relationships understanding outcome measures for evaluating progress and issues associated with termination, including premature termination, readiness for termination, preparing a client for termination, and dealing with unresolved feelings.

Important Dates

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



Other Course Materials

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

Textbook:

Young, M. E. (2025). *Learning the art of helping: Building blocks and techniques* (8th ed.). Pearson, NY

ISBN-10: 0-13-811832-9

ISBN-13: 9780138118327

For certification programs only:

Texas School Counselor TEA Program Standards (<https://tea.texas.gov/academics/college-career-and-military-prep/school-counseling>)

Texas Code for School Counselors and Counseling Programs (<https://statutes.capitol.texas.gov/docs/ED/htm/ED.33.htm>)

The Texas Model for School Counseling Comprehensive School Counseling Programs (<https://tea.texas.gov/academics/learning-support-and-programs/school-guidance-and-counseling/pub2018texas-model5th-edition.pdf>)

College and Career Readiness Standards (<https://tea.texas.gov/academics/college-career-and-military-prep/texas-college-and-career-readiness-school-models-ccrsm>)

Educator program standards (<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>)

Certification domains/competencies (<https://tea.texas.gov/texas-educators/certification/educator-testing/new-educator-standards-and-test-frameworks>)

Texas Essential Knowledge and Skills (TEKS) (http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785)

Recommended Textbook(s) and Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association

Grading Criteria

Grading Scale Chart

A (Excellent Achievement)

- Percentage: 90% - 100%
- Points: 1800 - 2000 points

(Achieving 2000 points represents a perfect score and falls within the A range.)

B (Good Achievement)

- Percentage: 80% - 89%
- Points: 1600 - 1799 points

C (Satisfactory Achievement)

- Percentage: 70% - 79%
- Points: 1400 - 1599 points

D (Minimal Achievement)

- Percentage: 60% - 69%
- Points: 1200 - 1399 points

F (Failing)



- Percentage: Below 60%
- Points: 0 - 1199 points

RUBRICS - Grading rubrics are included in each module per assignment.

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.

GRADE	PERCENTAGE AND POINT RANGE
A	90-100 1800 – 2000 points
B	80-89 1600 – 1799 points
C	70-79 1400 – 1599 points
D	Below 60-69 1200-1399 points
F	Below 60 0-1199 points

Module Assignments

ASSIGNMENT	VALUE
Module 1: Mini Quiz Chapter 1 & 2 100 Points Cultivating Reflective Practice and Understanding Helping Professions 100 Points Chapter 2 - Navigating Roadblocks in Therapeutic Relationships 100 Points	100 Points Each
Module 2: Mini Quiz Chapter 3 & 4 100 Points Chapter 3 - Exploring Cultural Competence in Helping Relationships 100 Points Chapter 4 - Video Analysis Exercise 100 Points	100 points each
Module 3: Mini Quiz Chapter 5 & 6 100 Points Chapter 5 - Video Analysis Exercise 5.1 – Paraphrasing 100 Points Chapter 5 and 6 - Tapescript #1 100 Points	100 points each
Module 4: Mini Quiz Chapter 8 100 Points Chapter 7 Application Exercise 7.2: Practice in Reflecting Meaning 100 Points Chapter 7 - Video Analysis Exercise 7.1: Reflecting Meaning 100 Points Tape Script #2 100 Points	100 points each
Module 5: Multiple Choice Exam 100 Points Application Exercises 100 Points	100 points each
Module 6: Multiple Choice Exam 100 Points Application Exercises 100 Points	100 points each
Module 7: Multiple Choice Exam 100 Points Application Exercises 100 Points Reflection Paper 100 Points	100 points each



Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/24	Module 1 This module provides a comprehensive introduction to the essential elements of becoming an effective helper. Learners will begin by exploring methods of self-reflection and addressing common challenges encountered during skill development, while also gaining an understanding of fundamental therapeutic concepts and relationship stages. The module delves into the practical application of these concepts, examining the components of therapeutic relationships, relevant helping models, and strategies for building strong alliances, as well as identifying potential barriers to effective helping. Module 2 This module explores the foundational skills and awareness necessary for effectively helping relationships in diverse contexts. Students will critically examine the significance of individual and cultural differences, learning to assess their impact on the helping process and cultivate cultural awareness. Through the analysis of specific helping techniques, students will differentiate skills essential for effectively assisting individuals from various cultural backgrounds and will learn to categorize and apply key nonverbal and opening communication skills with practical examples for real-world interactions.	Chapters 1 & 2 Young, M. E. (2025) Chapters 3 & 4 Young, M. E. (2025)	Assessment(s): Day 7 Sunday at Midnight in Blackboard Assessment(s): Day 7 Sunday at Midnight in Blackboard
8/31	Module 3 This module focuses on developing core counseling communication skills by exploring various types of reflections, including paraphrases, reflections of feeling, and reflections of meaning. Participants will learn to identify the distinct characteristics and appropriate applications of each reflection type in therapeutic interactions, alongside strategies for overcoming common challenges and avoiding missteps, while considering the benefits and potential obstacles (including cultural factors) to their effective implementation.	Chapters 5 & 6 Young, M. E. (2025)	Assessment(s): Day 7 Sunday at Midnight in Blackboard



9/7	Module 4 This module delves into essential interpersonal skills for effective communication and helping interactions. Students will begin by exploring the skill of reflecting meaning, focusing on identifying its purpose and practicing the ability to recall and analyze its application within client narratives. The module will also examine the guidelines for delivering feedback and the concepts of confrontation, including the ability to compare definitions and recognize discrepancies.	Chapters 7 & 8 Young, M. E. (2025)	Assessment(s): Day 7 Sunday at Midnight in Blackboard
9/14	Module 5 This module delves into foundational skills essential for effective helping and counseling. Students will learn the critical reasons behind conducting thorough client assessments, key client characteristics that influence the helping process, and essential questions to ask during initial interviews. The course will also explore the various components typically included in an intake assessment form, understanding their purpose and significance. Furthermore, students will explore each of the therapeutic factors within the widely recognized REPLAN system, gaining insight into the core elements that facilitate client growth and change. Finally, the course will examine the common origins of low self-esteem and the sequential steps involved in the practical technique of countering negative self-talk to promote a more positive self-perception. This course provides a vital groundwork for understanding and applying key helping skills in diverse contexts.	Chapters 9 & 10 Young, M. E. (2025)	Assessment(s): Day 7 Sunday at Midnight in Blackboard
9/21	Module 6 This module reviews Client Readiness and Motivation for Change: Importance, Stages of Change Identification in Case Examples. Question Application for Enhanced Expectations and Hope. Benefits of Encouragement Versus Praise.	Chapters 11 Young, M. E. (2025)	Assessment(s): Day 7 Sunday at Midnight in Blackboard
9/28	Module 7 This module focuses on the crucial aspects of evaluating progress in helping relationships and effectively managing the termination process. The module addresses: • Outcome measures for evaluating progress. • Issues associated with terminating the helping relationship, including premature termination, readiness for termination, preparing a client for termination, and dealing with unresolved feelings when the relationship ends.	Chapters 12 Young, M. E. (2025)	Assessment(s): Day 7 Sunday at Midnight in Blackboard



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)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (<https://www.tamui.edu/handbook/article-04.shtml>)).

TAMUI Honor Code: Plagiarism and Cheating

As a TAMUI student, you are bound by the TAMUI Honor Code to conduct yourself ethically in all your activities as a TAMUI student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at Student Handbook (<https://www.tamui.edu/handbook/index.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 SafeZone (<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 Disability Services for Students located in Student Center 124. 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 Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamiu.edu, call 956.326.2763, or visit Student Center 124.

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: Student Handbook (<https://www.tamiu.edu/handbook/index.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. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.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, *Report It*, at <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/index.shtml>).

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 Compliance (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs 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 LOAs 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*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamiu.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissam.cortez@tamiu.edu, call 956.326.2857, or visit Killam Library 159.

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, 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@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, *ReportIt* (<https://www.tamiu.edu/reportit>).



www.tamui.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 (tamui.edu) (<https://www.tamui.edu/counseling/telus/>) or from the Apple App Store and Google Play.

Distance Education Courses

Distance Education Courses 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 the Instructional Technology and Distance Education Services' web page on Netiquette (<https://www.tamtu.edu/distance/students/netiquette.shtml>) for further instruction.

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

Candidates can expect for all course announcements and email communications to be answered by the instructor for the course within 24 – 48 hours. It is encouraged to contact elearning to make sure your Blackboard account is connected to your cell phone.

Assignments and Assessments

Candidates can expect assignments and assessment feedback to be provided. Assignments will be graded, and feedback provided approximately within 72 - hours. Auto-graded assignments and feedback will be provided within 24 hours, and open-ended assignments and assessments will be graded, and feedback provided within seven (7) days

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/?interface=LANDING_PAGEp_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/?interface=LANDING_PAGEp_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).

Web Conferences/Synchronous sessions

Optional Synchronous Learning Sessions: To enhance our learning experience, we may hold two optional, non-mandatory synchronous sessions via web conferencing (e.g., Zoom/Teams). Details to be announced in Blackboard.

These are provisionally scheduled to take place during Week 1 (for course introductions and Q&A) and Week 3 (for a mid-term review).

While participation is highly encouraged, attendance is not a component of your grade. For those unable to attend the live sessions, recordings will be made available shortly after. Please note that these dates are tentative and subject to confirmation; any adjustments will be clearly communicated via course announcements.

Computer/Technology Requirements

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 on the Instructional Technology and Distance Education Services' (<https://www.tamtu.edu/distance/students/technology-requirements.shtml>) webpage when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: a webcam and microphone for VoiceThread discussions. 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 Cowart Hall, Room 208, and request an available webcam.

Additional Software. You will need the following additional software: Microsoft PowerPoint for viewing lesson presentations and Microsoft Word for viewing course files and submitting assignments. TAMU Students may access online versions of this software through their Dusty Office 365 (<https://>

dusty.tamtu.edu/). This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the Microsoft Office suite (<https://www.tamtu.edu/oit/office365.shtml>).

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 TAMU's library, classrooms, and available computer labs. **Visit** Media Services' web page (<https://www.tamtu.edu/distance/mediaservices/index.shtml>) **on the availability of on-campus computer labs**. In addition, you may also purchase any of these items at any electronic store.

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 (<https://www.tamtu.edu/distance/students/knowledge-and-skills.shtml>). Additional skills required for this course include knowing how to use Zoom, VoiceThread and Turnitin.

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 (<https://www.tamtu.edu/oit/>).

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 (<https://www.tamtu.edu/distance/students/elearning-orientation.shtml>) or by contacting the eLearning team at elarning@tamtu.edu.

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

For online courses, professors may require students to use a proctoring service such as Respondus Monitor. Students are responsible for signing up and paying the required fees. This information will be stated under the "Course Materials" section of your syllabus.

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 (<https://www.tamtu.edu/distance/student-resource-directory.shtml>).

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. In this class, we will utilize Blackboard, VoiceThread, and Turnitin. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: Accessibility Statements and Privacy Statements (<https://www.tamtu.edu/distance/technology/accessibility-statements.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. In addition, due dates may be adjusted to accommodate students and the academic calendar. You are encouraged to read your course announcements regularly.

Course Structure

This is an advanced, three-semester-hour course offered in a seven-week, fully online format. It is designed to reinforce basic counseling helping skills through reflective writing and the audio-video taping of mock counseling sessions.



Modules: The course is organized into seven modules that require engagement with various activities and theories.

Engagement Activities: To successfully complete these modules, candidates must review requirements ahead of due dates. Some activities necessitate coordination and meetings with **peers, parents, students, and administrators**.

Reflective Writing & Collaboration: This is a reflective writing-heavy course. Students are expected to coordinate with classmates in advance for required interviews.

Web Conferences: Two **optional, non-mandatory synchronous sessions** may be held via web conferencing (Zoom/Teams). These are tentatively scheduled for:

Week 1: Course introductions and Q&A.

Week 3: Mid-term review.

Hardware Requirements: Students must have a personal computer with broadband internet, as well as a **webcam and microphone** specifically for VoiceThread discussions.

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

Official communication is conducted solely through **TAMIU email** and Blackboard announcements.

- **Instructor Response Time:** Candidates can expect email communications and course announcements to be answered by the instructor within **24–48 hours**.
- **Student Responsibility:** Candidates must check their TAMIU email and Blackboard accounts regularly, if not daily. Failure to see an important message is not accepted as an excuse for failing to take action.

I prefer to be emailed directly, please communicate with me via email.

Assignments and Assessments

The course utilizes a variety of assessment methods, including mini-quizzes, video analysis, tapescripts, and exams.

Grading Feedback Response Times:

Standard Assignments/Assessments: Feedback is generally provided within 72 hours. I may ask for grace with this timeline given the rigor of the assignments and assessments.

Auto-graded Assignments: Feedback is provided within 24 hours.

Open-ended Assignments/Assessments: Feedback and grading are provided within seven days.

Submission Policy: All assignments must be submitted via Blackboard on their respective due dates. Most assessments are due on Day 7 (Sunday) at midnight.

Late Work: No late work is accepted without **prior written notice** and approval from the professor, which is granted only for medical or family emergencies. Please email me in advance.

Turnitin: Work may be required to be submitted to Turnitin to check the similarity index.

Final Examination: All courses must include a comprehensive exam or performance given on the date range specified by the Academic Calendar.

AI Policies

AI Policy School Counseling Program

AI Policy Summary: You may use AI tools ethically to support your learning, such as for research assistance (literature reviews, data analysis) and practicing basic counseling concepts. However, submitting AI-generated content as your own (plagiarism), using it to cheat, or failing to critically evaluate its output is strictly prohibited academic misconduct. You must disclose all AI use, critically check AI-generated information for accuracy and bias, and cite it appropriately. Violations will result in grade deductions and/or academic misconduct proceedings.

AI Policy for School Counseling Graduate Courses

Introduction



This policy outlines the acceptable and unacceptable uses of Artificial Intelligence (AI) tools within this school counseling graduate course. The goal is to foster responsible and ethical AI use while ensuring academic integrity.

Acceptable Uses of AI

- **Research & Information Gathering:**
 - Literature Reviews: AI tools can assist in identifying relevant research articles, summarizing key findings, and generating bibliographies.
 - Information Synthesis: AI can help organize and synthesize information from various sources.
 - Data Analysis: AI can be used for basic data analysis tasks (e.g., identifying trends, calculating descriptive statistics) for research projects.
- **Learning & Skill Development:**
 - Concept Exploration: AI can be used to explore complex counseling concepts, generate different perspectives, and answer basic questions.
 - Skill Practice: AI chatbots can be used to practice basic counseling skills like active listening, reflection, and empathy (with clear limitations and instructor guidance).
 - Personalized Learning: AI-powered tools can provide personalized learning experiences, such as customized study plans or adaptive quizzes.
- **Accessibility & Support:**
 - Assistive Technologies: AI tools can assist students with disabilities (e.g., text-to-speech, speech-to-text) in accessing course materials and completing assignments.

Unacceptable Uses of AI

- **Academic Dishonesty:**
 - Plagiarism: Submitting AI-generated text as your own original work.
 - Cheating: Using AI to complete assignments or exams without proper authorization.
 - Impersonation: Using AI to generate responses in online discussions or simulations that do not reflect your own understanding.
- **Misrepresentation:**
 - Misrepresenting AI output: Presenting AI-generated text as your own original work, even with attribution.
 - Over-reliance on AI: Failing to critically evaluate and synthesize information generated by AI tools.
- **Ethical Concerns:**
 - Bias and Discrimination: Using AI tools that perpetuate or amplify biases.
 - Privacy and Confidentiality: Using AI tools that may compromise client privacy or confidentiality.
 - Misuse of AI: Using AI for harmful or unethical purposes (e.g., generating misinformation, creating deepfakes).

Guidelines for AI Use

- **Transparency:** Always disclose the use of AI tools in your work.
- **Critical Evaluation:** Always critically evaluate the information and outputs generated by AI tools for accuracy, bias, and relevance.
- **Proper Citation:** If you use AI-generated text or data, properly cite the source (e.g., "Assisted by [AI tool name]").
- **Seek Guidance:** Consult with your instructor if you have any questions or concerns about the appropriate use of AI in the course.

Consequences of Policy Violation

Violations of this AI policy may result in:

- Grade deductions: On the specific assignment or exam.
- Course grade reduction: Depending on the severity of the violation.
- Academic misconduct referrals: In accordance with university policies.

Policy Review & Updates

- This AI policy will be reviewed and updated periodically to reflect advancements in AI technology and evolving ethical considerations.

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.

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

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 (<https://www.tamui.edu/distance/students/technology-requirements.shtml>) when using the learning management system (LMS) of the University.

Additional Hardware. 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. 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.

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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**.

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.



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**.

Syllabus subject to Change.