



TEXAS A&M UNIVERSITY  
**SAN ANTONIO**



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**College of Education and Human Development  
Department of Counseling, Health, & Kinesiology  
EDCG 5352 Counseling Curriculum and Systemic Interventions  
Fall 2024**

**Instructor:** Carla Smith, Ph.D., LPC-S, CSC

**Class time and Location:** Mondays 7:00 - 9:45 | Classroom Hall 307

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**Office Hours:** Monday 3:00 – 5:00; Tuesday 2:00 – 5:30; by appointment on Thursdays

**Office Location:** Classroom Hall 214J

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

**Required Text:**

Dahir, C.A., & Stone, C. *The Transformed School Counselor* (4<sup>th</sup> ed.). Cengage Learning.  
(This is the same book from Spring 2024 EDCG 5316)

Texas Education Agency. (2018) *The Texas Model for Comprehensive School Counseling Programs*, 5th ed. The Texas Counseling Association.

[Texas Model](#)

**Other Required Materials:**

• American Counseling Association. (2014). 2014 Code of Ethics. Retrieve from [www.counseling.org](http://www.counseling.org)

• American School Counselor Association. (2022). Ethical Standards for School Counselors, Retrieve from [www.schoolcounselor.org](http://www.schoolcounselor.org)

**Other Required Readings:**

Chittooran, M. M. (2020). A solution-focused consultee-centered consultation model to dismantle white privilege: Applications in a teacher education program. *Journal of Educational and Psychological Consultation*, 30(3), 344-368.

Crothers, L. M., Hughes, T. L., Kolbert, J. B., & Schmitt, A. J. (2020). Adlerian (AC) and

solution-focused (SFC) consultation. In Crothers, L. M., Hughes, T. L., Kolbert, J. B., & Schmitt, A. J. *Theory and Cases in School-Based Consultation*. Routledge.

Farrell, I. C., Binkley, E. E., Garcia, M. A., & Jackson, T. N. (2022). Advocacy for school counselors working with ELL students. *Professional School Counseling*, (26)1. <https://doi.org/10.1177/2156759X221134276>

Kahn, B. B. (2000). A model of solution-focused consultation for school counselors. *Professional School Counseling*, 3(4). <https://www.proquest.com/docview/213355779?pq-origsite=gscholar&fromopenview=true&sourcetype=Scholarly%20Journals>

### **Recommended Text:**

Dinkmeyer, D., Carlson, J., and Michel, R. (2016). *Consultation: Creating school-based interventions*. New York: Routledge.

### **Course Description:**

Designed to give attention to the personal, social, career, and academic needs of child and adult clients, this course emphasizes the design of prevention and wellness activities. Students will create developmentally appropriate plans for psycho-educational groups, classroom guidance lessons, individualized student planning sessions, and community workshops to be used within school and agency settings. Prerequisites: EDCG 5328 and EDCG 5335. (Previous title: Developmental Counseling Curriculum)

### **CACREP Standards:**

#### Section 2: Professional Counseling Identity Counseling Curriculum

3. Human Growth and Development
  - a. Theories of individual and family development across the lifespan
  - b. Theories of learning
  - g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
  - h. A general framework for understanding differing abilities and strategies for differentiated interventions
5. Counseling and Helping Relationships
  - c. Theories, models, and strategies for understanding and practicing consultation
  - l. Suicide prevention models and strategies
  - m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

#### Section 5: Entry – Level Specialty Areas C. Clinical Mental Health Counseling

1. Foundations
  - c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
2. Contextual Dimensions
  - f. Impact of crisis and trauma on individuals with mental health diagnoses

Section 5: Entry – Level Specialty Areas  
G. School Counseling

1. Foundations
  - d. Models of school-based collaboration and consultation
2. Contextual Dimensions
  - b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
  - c. School counselor roles in relation to college and career readiness
  - d. School counselor roles in school leadership and multidisciplinary teams
  - e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
  - k. Community resources and referral sources
  - m. legislation and government policy relevant to school counseling
3. Practice
  - c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
  - d. Interventions to promote academic development
  - g. Strategies to facilitate school and postsecondary transitions
  - h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
  - i. Approaches to increase promotion and graduation rates
  - j. Interventions to promote college and career readiness
  - k. Strategies to promote equity in student achievement and college access
  - l. Techniques to foster collaboration and teamwork within schools
  - m. Strategies for implementing and coordinating peer intervention programs

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

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

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

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

- (2) counseling and consultation theories and practices;
- (4) the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary options for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities;
- (6) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (7) environmental, social, and cultural factors that affect learners' development and the relevance of those factor to educational, career, personal, and social development, along with comprehensive school counseling programs;
- (10) the characteristics and educational needs of special populations;
- (11) techniques and behavioral interventions to assist teachers with classroom management;
- (12) the integration of a school counseling program, the Texas College and Career Readiness Standards, and academic curricula;

- (13) the roles and responsibilities of a comprehensive school counseling program that is responsive to all students;
- (14) counseling-related research techniques and practices; and
- (17) the comprehensive school counseling program model

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

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

- (2) provide a proactive, comprehensive, developmental school counseling program based on the needs of students, as set forth in *The Texas Model for Comprehensive School Counseling Programs*;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance his or her work with students;
- (5) coordinate resources, referrals, and follow-up procedures for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process; and
- (13) use varied sources of information, resources, and practices to counsel students about postsecondary opportunities and college and career readiness.

**Standard III. Learner-Centered Process:**

The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- 1. collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- 2. facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services.
- (5) act as a consultant to help learners achieve success inside and outside of school;
- (14) develop practices to promote learners' knowledge about college and career readiness processes necessary to pursue postsecondary opportunities.

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

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

The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, race, ethnicity, socio-economic levels, academic ability, and learning styles;
  - (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles;
- and

- (3) facilitate learning and achievement for all students to ensure services that cover an array of exceptionalities, including special population, by promoting a cooperative, inclusive, purposeful learning environment.
- (8) acknowledge learners' gifts, strengths, and extracurricular talents when considering programs and services;
- (9) increase students' awareness and include their voices regarding educational and individualized plans; and
- (10) ensure equitable access and exposure to postsecondary opportunities and college and career readiness information and resources for students and parents/guardians.

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

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

- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- (4) facilitate learners' access to community resources;
- (6) facilitate parent/guardian involvement in their children's education;
- (7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning;
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

**Educator Preparation Curriculum (19 TAC §228.10):**

19 TAC §228.10(a)(1)

- (J)...as required under Texas Education Code (TEC), §21.0443(b)(1) and (2), proactive instructional planning techniques throughout the coursework for candidates and across content areas and inclusive practices for all students, including students with disabilities, throughout coursework and clinical experience for candidates.

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

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

- (2) instruction in detection and education of students with dyslexia, as indicated in the Texas Education Code (TEC), §21.044(b);
- (5) the importance of building strong classroom management skills;
- (8) instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:
  - (A) be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;
  - (B) provide effective, evidence-based strategies to determine a person's degree of digital literacy; and
  - (C) include resources to address any deficiencies identified by the digital literacy evaluation;

**Texas Education Code (TEC)**

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

### **TEC §33.005:**

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

### **TEC §33.006:**

- a. The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities.
- b. In addition to a school counselor's responsibility under Subsection (a), the school counselor shall:
  1. participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students.
  2. consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian;
  3. consult with school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success;
  4. coordinate people and resources in the school, home, and community; and
  5. with the assistance of school staff, interpret standardized test results and other assessment data that help a student make educational and career plans;
  6. deliver classroom guidance activities or serve as a consultant to teachers conducting lesson based on the school's guidance curriculum.

### **TEC §33.007:**

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

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

### **Domain I – Knowledge of Learners**

#### **Competency 001 – Human Development and Learning**

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

**Domain I – Knowledge of Learners**

**Competency 002 – Diversity and Cultural Competence**

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

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

**Competency 003 – Guidance**

The school counselor understands instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in *The Texas Model for Comprehensive School Counseling Programs*.

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

**Competency 004 – Responsive Services**

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

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

**Competency 005 – Individual Planning**

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

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

**Competency 006 – System Support**

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

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

**Competency 007 – Program Management**

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

**Domain III – The Professional School Counselor**

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

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

**Domain III – The Professional School Counselor**

**Competency 009 – Professional Practice**

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

## **Counseling Curriculum & Systemic Intervention - Lesson Plan (Human Growth and Development Guidance Lesson Assignment)**

The school counseling student will design, develop, and implement a developmentally, age-appropriate guidance curriculum lesson, addressing career interest and/or developmental issue. The session/lesson will align to the Texas Model student content skill goals and competency indicators for a specific age level.

Example:

- Students are motivated to succeed in personal endeavors.
  - Students will develop their own academic potential
- Students will:
  - Elementary/Intermediate – Become aware of their learning interests; describing learning they enjoy most
  - Middle/Junior High – Analyze the benefits they derive from learning
  - High School – Analyze/evaluate what motivates them; Predict how their motivation will help them in the future

### **Key Performance Indicator secondary benchmark for Human Growth and Development:**

3.a. Theories of individual and family development across the lifespan

3.b. Theories of learning

3.h. A general framework for understanding differing abilities and strategies for differentiated interventions

3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

### **GRADING RUBRIC for Human Growth and Development benchmark:**

<b>Established Criteria and Standards</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Points</b>	<b>Total</b>
<b>Awareness of education and learning needs/interests</b>	Student thoroughly investigates education history and learning needs/interests with client(s) during the counseling/group/guidance process.	Student broadly investigates education history and learning needs/interests with client(s) during the counseling process.	Student did not investigate education history and learning needs/interests with client(s) during the counseling process.	
<b>Social and cultural considerations/factors</b>	Student thoroughly investigates cultural history and personal – social factors during the counseling/group/guidance process.	Student broadly investigates cultural history and personal – social factors during the counseling/group/guidance process.	Student did not investigate cultural history and personal – social factors during the counseling/group/guidance process.	



<b>Results from client interview/activity</b>	Student thoroughly conducted counseling/group/guidance process to learn about client's career aspirations/interests and included those in development plan.	Student broadly conducted counseling/group/guidance process to learn about clients career aspirations/interests and included those in development plan.	Student did not conduct counseling/group/guidance process to learn about clients career aspirations/interests and included those in development plan.	
<b>Implementation plan developed in coordination with student/client</b>	Student thoroughly worked with client(s) to fully develop and implement objectives	Student broadly worked with client(s) to fully develop and implement development plan	Student did not work with client(s) to fully develop and implement development plan	
<b>Other Professional Standards</b>	All School counselor professional standards are evident: <ul style="list-style-type: none"> <li>• Graduate writing standard</li> <li>• On time</li> <li>• Cover Page</li> <li>• Ethical Considerations (ACA and ASCA)</li> <li>• References (APA)</li> <li>• Direct quotations meet APA standard</li> </ul>	The majority of School Counselor professional standards are evident, descriptive, and addressed.	The School Counselor professional standards are minimally evident, descriptive, and addressed.	

**EVALUATION PROCESS:**

The professor will complete the following rubric to assess Counseling Curriculum and Systemic Intervention. Points correspond to the rating scale.

Points	Overall Rating	Rating Scale	Description
14-15	Mastery	4	Able to perform at a high level without supervision on a consistent basis
11-13	Proficient	3	Able to perform without supervision on a consistent basis
8-10	Developing	2	Able to perform with supervision on a consistent basis
6-7	Beginning	1	Able to perform with supervision on an inconsistent basis
0-5	Inadequate	0	Unable to perform with supervision

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

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

**COURSE RATIONALE:** This course will focus on the development of guidance curriculum lesson plans, individual student planning sessions, and unit/lesson plans for psycho-educational groups. Students will create developmentally appropriate lessons/sessions that maintain alignment with the Guidance Content Areas and TEKS (when appropriate).

## **REQUIREMENTS OF THE COURSE**

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

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

## **STUDENT ACADEMIC OUTCOMES**

Upon successful completion of the course, students will:

1. Have a working knowledge of the Guide for Program Development
2. Understand the importance of incorporating guidance content areas and skill levels into guidance lessons.
3. Have a working knowledge of the TEKS.
4. Understand the value of aligning TEKS with developmental guidance lessons.
5. Have experience designing developmental guidance lessons.
8. Have experience teaching developmental guidance lessons.
9. Have experience developing guidance lessons, individual planning sessions, and group sessions that promote the development of academic achievement and personal development.
10. Have experience developing guidance lessons, individual planning sessions, and group sessions that meet the needs and are responsive to all students.

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

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

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

## **Graduate Class Policies**

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations

in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

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

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

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

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

### **Attendance:**

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

- If meeting by zoom and your camera is not on, you are not considered to be in attendance.
- In short, it is important to treat an any online class with the same commitment and focus as you would a face-to-face class.

- If you are going to be absent, please email me before 5:00 pm the day of class.
- This course is offered face-to-face but we utilize the online platform Blackboard for assignment submissions, grading, etc.
- The student is expected to attend all classes. It is important to understand that class attendance can be used by the instructor as one criterion for grading; therefore, a student cannot earn an A in the course with more than two absences.

### **Research on Human Subjects**

Any research that involves human subjects must be approved by the Institutional Review Board for the Protection of Human Subjects at A&M-San Antonio prior to any data collection. Specific forms, instructions, and additional information are provided online:

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

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

### **Incompletes:**

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

1. 70% of the class has been completed and student is passing with a "C" or better
2. The circumstance for which the "I" is requested is supported with documentation
3. Student has been attending class on a regular basis

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

### **Dropping a Course**

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

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

To achieve the objectives of this course and address the course content, The following interventions will be employed as teaching interventions: discussion, individual and small-group discussions, lectures, facilitated reflection, and simulated activities.

**EVALUATION:** All evaluative assignments must be submitted for a passing grade.

**MEANS OF ASSESSMENT**

	<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
5G1a,d,e, 5G3a, b	SC Program rationale, assumptions, goals, priorities based on individual campus data	10	<b>09/22</b>
228.30(c)(2)	Dyslexia – TEA Dyslexia Training Modules and Completed Exam w/Certificate <b><u>This is a TEA Requirement</u></b>	25	<b>12/09</b>
2 F 3 b, h 5 G3c,d,e,g,I, j	Preparation/Presentation of 2 Guidance Lessons	20	<b>11/17</b>
5G1C, 5G2C,H, 5G3C,D,E,F,G,I 3a, b, h, i, j	Preparation/Planning of 2 Individual Planning Sessions	20	<b>11/24</b>
5G2e, g, i, k, 5G3c,f,i,	Preparation/Planning of 2 Responsive Services Sessions (include two community referral sources)	20	<b>11/17</b>
5G1d,g, 2b,d,k 5G3 c,i,l	Preparation/Planning of 2 System Support Sessions	20	<b>11/24</b>
5G1e, G3c,f,g,i	Preparation/Planning of 1 Small Group Counseling Plan (6 session outline)	20	<b>10/6</b>
228.30(c)(8)(a,b,c)	Digital Literacy – ISTE Training Modules and Completed Exam w/Certificate <b><u>This is a TEA Requirement</u></b>	25	<b>12/09</b>
5G1c, 3c,h, 5G3c,d,e,f,g,i 5G2k, TEA 008, 009	Quizzes – TX Model, consultation models Discussion Boards – Inclusive practices, College & Career Ready	20	<b>Ongoing</b>
5G3d, 3c,l,k,i,h,g	Presentation of Consultation Video (in place of final exam)	20	<b>12/01 (present 12/02)</b>
	<b>TOTAL</b>	<b>200</b>	

**GRADING SCALE:** A = 180-200, B = 160-179, C = 140-159, less than 139 is unacceptable. Please note: ***ALL ASSIGNMENTS MUST BE COMPLETED FOR A PASSING GRADE TO BE ASSIGNED.***

**Late Assignments:**

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

**Methods of Evaluation:** Students are evaluated across multiple domains. As future professional school counselors and clinicians, your skill development in these areas is crucial:

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

**GRADING CRITERIA:**

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

**EDCG 5352 Developmental Counseling Curriculum and Systemic Interventions**

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

DATE	CACREP & TEA	TOPICS	ASSIGNMENTS/FOCUS
WK 1 08/26	<b>CACREP:</b> 5H-1,6, <b>TEA:</b> 001,002  <b>TEC:</b> 33.005- a,b (1)(2)(3)(4)  <b>TAC:</b> 239.50: SI-4,6,7, 13,17 SIV- 1,2,3,8,9,10	Review syllabus, expectations, assignments, and course requirements  SC responsibilities and program implementation  TX Model: Sections 1 & 2	Begin to gather data from district/campus (DIP, CIP, TAPR, Etc.) to analyze for needs
WK 2 09/02		Labor Day	Work on gathering data!
WK 3 09/09	<b>CACREP:</b> 5H-1,6,9	Texas Model: Sections 3-5  Foundational components, four service delivery components, and program curriculum	Find and bring campus/district data  <i>**Bring your framework assignment from 5316**</i>

	<p><b>TEA:</b> 001,002</p> <p><b>TEC:</b> 33.005-a,b (1)(2)(3)(4)</p> <p><b>TAC:</b> 239.50: SI-4,6,7, 13,17 SIV- 1,2,3,8,9,10</p>	<p>What does a typical student at your campus look like?</p> <ul style="list-style-type: none"> <li>• Developmental needs</li> <li>• Academic needs</li> <li>• Behavioral needs</li> <li>• Social needs</li> </ul> <p>SC Framework Cont. – (Identifying Needs/Setting Goals and Priorities) Continuation of framework</p>	<p><i><u>We will compare and contrast</u></i></p> <p>Defining program rationale, assumptions, program goals, priorities, and how the program will be evaluated</p> <p><b>Online test over TX model Due (09/15)</b></p>
<p>WK 4 09/16</p>	<p><b>CACREP:</b></p> <p><b>TEA:</b> 001,002</p> <p><b>TEC:</b> 33.005-a,b (1)(2)(3)(4)</p> <p><b>TAC:</b> 239.50: SI-4,6,7, 13,17 SIV- 1,2,3,8,9,10</p>	<p>ASCA National Model vs. TX Model Video: <a href="#">ASCA National Model</a></p>	<p>Review ASCA National Model (compare/contrast)</p> <p>Bring Campus/District Data Review DIP/CIP, and draft program goals</p> <p><b>Program Goals/Plan Due (9/22)</b></p>
<p>WK 5 09/23</p>	<p><b>CACREP:</b> 3A-4 3B-2,8 3C-1,3,4,12,13 3E-1,6,8,9,10, 11,12,13,21,22 5H-12,14</p> <p><b>TEA:</b> 001,002</p> <p><b>TEC:</b> 33.005a,b 33.006a,b</p> <p><b>TAC:</b> 239.15 SI- 2,6,7,10,11,14 SII-3,6,13 SIII-3,4,5,14 SIV-1,3,8,10 SV-3,4,6,7,8</p>	<p>TSC – Chapter 2: Counseling Theory in Schools</p>	<p>Theory Sorter Activity</p>
<p>WK 6</p>	<p><b>CACREP:</b> 3A-2,3,5,6</p>	<p>TSC – Chapter 3: Counseling Practice in Schools</p>	<p><b>Small Group Counseling Plan</b></p>

09/30	3B-9 3C-3,7,16 3E-2,3,6,11,12, 14,15,17 3F-1,2,5,7 3G-1,15 3H-1,2,8,9 5H-11,19  <b>TEA:</b> 006, 007,008  <b>TEC:</b> 33.005a,b 33.006a,b  <b>TAC:</b> 239.15 SI- 2,6,7,10,11,14 SII-3,6,13 SIII-3,4,5,14 SIV-1,3,8,10 SV-3,4,6,7,8		<b>Due (10/06)</b>
WK 7 10/07	<b>CACREP:</b> 3A-4,8 3B-1,2,3,5,7,8, 9 3C-7 3E-7,16 3F-8 3G-1,6,7,8,9, 11,17 5H-12  <b>TEA:</b> 006, 007,008  <b>TEC:</b> 33.006a,b  <b>TAC:</b> 239.50: SIV-1,2,3,8, 9,10 228.10: A-1(j) 228.30: C-2,5,8 (a)(b)(c)	TSC – Chapter 10: Differentiated Needs: MTSS, Section 504, Special Education, and Individualized Education  Farrell et al., (2022) article <a href="https://doi.org/10.1177/2156759X221134276">https://doi.org/10.1177/2156759X221134276</a>  *TEA requirements: Students will begin to learn about the counselor role in regard to dyslexia and digital literacy.	Begin process of setting up TEA Dyslexia and ISTE accounts to complete modules.  <b>Discussion Board Due (10/13)</b>



<p>WK 8 10/14</p>	<p><b>CACREP:</b> 3A-3 3C-17,19 3E-5 3G-17 5H-3,10</p> <p><b>TEA:</b> 006, 007,008</p> <p><b>TEC:</b> 33.006a,b(2) (3)(4)</p> <p><b>TAC:</b> 239.15: SI-2,12 SII-4,5,13 SIII-1,2,3,4,5, 14 SV-3,4,6,7,8</p>	<p>TSC – Chapter 12: School Counselors as Consultants</p>	
<p>WK 9 10/21</p>	<p><b>CACREP:</b></p> <p><b>TEA:</b> 004, 005,008</p> <p><b>TEC:</b> 33.006a,b(2) (3)(4)</p> <p><b>TAC:</b> 239.15: SI-2,12 SII-4,5,13 SIII-1,2,3,4,5, 14 SV-3,4,6,7,8</p>	<p>Additional Consultation Models:</p> <ul style="list-style-type: none"> <li>• Dinkmeyer</li> <li>• SF model</li> <li>• Adlerian</li> </ul> <p>Articles to read:</p> <ul style="list-style-type: none"> <li>• Chittooran</li> <li>• Kahn</li> <li>• Crothers</li> </ul>	<p><b>Consultation Model Quiz Due (10/27)</b></p>
<p>WK 10 10/28</p>	<p><b>CACREP:</b> 3B-2,5 3D-2,3,5,6,7,9, 10,11,12 5H-2,17,17</p> <p><b>TEA:</b> 004, 005,008</p> <p><b>TEC:</b> 33.007a</p>	<p>TSC – Chapter 14: All Students Career and College Ready</p>	<p>“Videos”- Consultation: Creating School Based Interventions series <a href="https://www.psychotherapy.net/stream/tamusa/video?vid=316">https://www.psychotherapy.net/stream/tamusa/video?vid=316</a> (log in Jagwire account)</p> <p><b>Discussion Board Due (11/03)</b></p>

	<p><b>TAC:</b> 239.15: SI-4,12 SII-13 SIII-5,14 SIV-10</p>		
<p>WK 11 11/04</p>	<p><b>CACREP:</b> 5H-10</p> <p><b>TEA:</b> 008,010</p> <p><b>TEC:</b> 33.006a,b(2) (3)(4)</p> <p><b>TAC:</b> 239.15: SI-2,12 SII-4,5,13 SIII- 1,2,3,4,5, 14 SV-3,4,6,7,8</p>	<p>Review: <i>Consultation Models</i></p> <p>Role Plays – <i>Preparing for your Consultation video (practice)</i></p> <p>Case Studies - <i>Preparing for 252 using case scenarios and data analysis</i></p>	
<p>WK 12 11/11</p>	<p><b>CACREP:</b> 5H-2</p> <p><b>TEA:</b> 003,004</p> <p><b>TEC:</b> 33.005b(1)(2)</p> <p><b>TAC:</b> 239.15: SII-2,3,6,13</p>	<p><b>Review: Guidance</b></p> <p>Present Guidance Lesson to class</p> <p><b>Review: Responsive Services</b></p> <p>Present Responsive Services to class</p> <p><b>*Come to class with your ideas – we will discuss our topics/ideas with the group*</b></p>	<p><b>Guidance Lesson Due (11/17)</b></p> <p><b>Responsive Services Due (11/17)</b></p>
<p>WK 13 11/18</p>	<p><b>CACREP:</b> 5H-2</p> <p><b>TEA:</b> 005,006</p> <p><b>TEC:</b> 33.005b(3)(4)</p>	<p><b>Review: Individual Planning</b></p> <p>Present Individual Planning to class</p> <p><i>*Remember, this MUST focus on College and Career Readiness OR Special Population Students</i></p>	<p><b>Individual Planning Due (11/24)</b></p>

	<b>TAC:</b> 239.15: SII-4,5,13	<b>Review: System Support</b>  Present System Support to class  <b>*Come to class with your ideas – we will discuss our topics/ideas with the group*</b>	<b>System Support Due (11/24)</b>
WK 14 11/25		<i>NO IN-PERSON CLASS</i>  <i>Thanksgiving Break</i>  <i>*Complete Consultation Session and turn in</i>	<b>Consultation Session Due (12/01)</b>
WK 15 12/02	<b>CACREP:</b> 3A-9,11 3E-8  <b>TEA:</b> 008,009  <b>TEC:</b> 33.006a,b(2) (3)(4)  <b>TAC:</b> 239.15: SI-2,12 SII-4,5,13	TSC – Chapter 15: Transitioning into the Field of School Counseling  <b>Presentation of Consultation Video</b>	<b>TEA Dyslexia Training Due</b> <b>ISTE Training Due (12/09)</b>
WK 16 12/09		<b>NO FINAL EXAM:</b> <b>All assignments due by Monday, 12/09/24</b>	

### **Developmental Curriculum/Intervention Assignments**

Curriculum assignments will be submitted electronically. Different assignments (1 guidance lessons, 2 responsive/consultation sessions, 1 system support sessions, etc.) will be divided and labelled appropriately.

In EDCG 5316, students began working on a curriculum project framework. This course continues with that portfolio concept, adding guidance lesson plans, responsive/consultation service sessions, system support plan, and individual planning session.

SC Program rationale, assumptions, goals, priorities- After reviewing specific campus/district data and TX model, student will summarize information into a cohesive comprehensive program plan for a guidance program, including rationale, goals/objectives, and assessment of guidance effectiveness.

Guidance Lesson- This lesson plan (to implement your guidance objectives stated in your plan) will follow the Hunter lesson cycle and will include objectives, handouts, teaching activities, checking for understanding and assessment of lesson. This plan must be consistent with your program objectives. It will be evaluated using the above rubric since it is a secondary benchmark for Human Development. It can be for a small group, or for an individual. Don't forget assessment is a part of the lesson plan. How will you evaluate the lesson? It should include ethical considerations, standards, references. Please see rubric for specific information.

Individual Planning Session- This session with one student (elementary or secondary) includes any or all of topics listed on pg. 97 of TX model.

Responsive/Consultative Service Sessions- A minimum of two responsive/consultative sessions, actually planned, prepared or conducted, will be completed by the student. Form available under "Handouts". The sessions (not a lesson) should be consistent with program objectives and follow Dinkmeyer's sequence of intervention. One responsive session may require numerous steps, but keep in mind who the consultee is. Examples will be discussed in class during the consultation lectures.

System Support Session- One system support activity/session plan may include one activity, as described on page 103 of TX model. Activity prepared/planned should be consistent with specific program goals/objectives student specified in the SC program goals.

Digital Literacy- You will complete the Digital Citizenship modules of ISTE U Standards for Educators Intro Course: <https://iste.org/courses/introduction-to-the-iste-standards-educators> You will have until the last week of the course to complete the assignment in its entirety and upload your certificate of completion. If you fail to complete the training course through ISTE, you will be required to enroll in EDED 5310 to fulfill the state's digital literacy requirement. This is a university-based course that you will be required to pay for and attend. After completing the course, you will be able to upload your certificate to Blackboard and receive full credit.

Dyslexia Training- Dyslexia training is a required component of all graduate programs in the state of Texas. The Texas Education Agency (TEA) offers a free course that you will be required to complete by the completion of the semester: <https://register.tealearn.com/courses/tea-dyslexia-23-24>

You must complete the training modules and assessments and upload your certificate to Blackboard to receive credit. If you do not complete the assignment, you will be required to appeal to the EPP for enrollment in EDRG 5350. You will be required to enroll in the course, pay for the course, attend the course, and complete all required course work. After completion, you will be able to upload your certificate and receive full credit.

\*Non-completion of all TEA required trainings will result in an “Incomplete” for the course. You will have two semesters to complete the required assignments or receive an “F” as your final grade.

### **Netiquette (if needing to meet online)**

- 1- Respect People’s Privacy- Don’t comment, chat or text them during class about their surroundings, décor, family, etc.
- 2- Respect People’s Right to instruction-don’t be walking around, dancing, etc. (Eating and pets on lap are fine.)
- 3- Chat on Webex/Zoom is for content related comment/questions not socializing or distracting others.
- 4- Please put your zoom on “mute” until speaking.
- 5- Do not procrastinate- I recognize when you repeatedly miss class or due dates. Some flexibility will be provided, but I will not chase you for assignments or reteach what you missed. Ask for clarification- If you are unsure of what was said, when something’s due or audio cuts out, ask again. Don’t ask someone else who is then distracted and is not in charge of your learning. You are responsible for your learning.
- 6- Know your learning style- visual, auditory, kinesthetic? Do not distract others visually or with texts, etc. during lecture. Listen, watch, give feedback, and ask questions.
- 7- If you are knocked off meeting, quietly get back on if possible.
- 8- If instructor is fading in and out, let her know.
- 9- If electricity cuts out (during storm, etc.) and connectivity is lost, you are responsible for content/assignments/reading on syllabus.
- 10- Weighing Personal Issues- do you have enough time for class, do you have support in family, can you sit for 2 hours. Do you know how to manage time and balance your life commitments?
- 11- It is the responsibility of the student to assure that his/her presence has been noted, especially if you enter zoom class after it has started. Use “chat” to log in.
- 12- <https://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html>

### **ADDITIONAL IMPORTANT POLICIES AND RESOURCES**

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

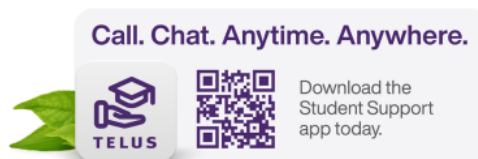
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the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

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit [tamusa.edu/studentcounseling](http://tamusa.edu/studentcounseling)

*Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').*

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



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

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

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

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV

funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

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

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

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

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

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

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

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



any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

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

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

### *Students' Rights*

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

### *Students' Responsibilities*

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

5. A student has the responsibility to check their university email for any updates or official university notifications.

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

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

#### **No Use of Generative AI Permitted**

EDCG 5352 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Dates:

August 26	First day of class
September 2	Labor Day Holiday
November 11	Last day to drop with an automatic “W”
November 19	Last day to drop a course or withdraw from the University
November 27	Study Day – No classes
November 28-30	Thanksgiving Holiday – No classes
December 5	Last day of classes
December 6	Study Day – No classes
December 7-13	Final exams

*The complete academic calendar is available online:*

<https://www.tamusa.edu/academics/academic-calendar/index.html>.