



TEXAS A&M UNIVERSITY  
SAN ANTONIO

**College of Education and Human Development  
Department of Counseling, Health, & Kinesiology  
EDCG 5352 Counseling Curriculum and Systemic Interventions  
Fall 2025**

**Instructor:** Danelle Flores, Ph.D., NCC, CSC, LPC  
**Office:** Classroom Hall 214-I  
**Office Hours:** Monday and Tuesday 2 PM – 6 PM  
or by appointment  
**Office Phone:** (210) 784-2471  
**Email:** Danelle.Flores@tamusa.edu

**Semester:** Fall 2025  
**Class Date:** Monday  
**Class time:** 7:00 – 9:45 PM  
**Class Location:** Classroom Hall 307

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

**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)

**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 Texas Model for Comprehensive School Counseling Programs.

**Instructional Methods**

This course is scheduled as a face-to-face course. Course content will consist of lectures supplemented with discussions, small group activities, projects, presentations, research, and writing.

This course consists of lectures, readings, 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 PowerPoint presentations. Your involvement is essential to your own and to others' learning.

### **Student Learning Outcomes (SLOs)**

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.
6. Have experience teaching developmental guidance lessons.
7. Have experience developing guidance lessons, individual planning sessions, and group sessions that promote the development of academic achievement and personal development.
8. Have experience developing guidance lessons, individual planning sessions, and group sessions that meet the needs and are responsive to all students.

### **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
  - f. Strategies to facilitate school and postsecondary transitions
  - g. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
  - h. Approaches to increase promotion and graduation rates
  - i. Interventions to promote college and career readiness
  - j. Strategies to promote equity in student achievement and college access
  - k. Techniques to foster collaboration and teamwork within schools
  - l. Strategies for implementing and coordinating peer intervention programs

### **Required Text:**

Dahir, C.A., & Stone, C. (2024). *The transformed school counselor* (4th 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.  
<https://tea.texas.gov/academics/learning-support-and-programs/school-guidance-and-counseling/pub2018texas-model5th-edition.pdf>

### **Other Required Materials:**

American Counseling Association. (2014). *2014 ACA code of ethics*. ACA.  
<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

American School Counselor Association. (2022). *Ethical standards for school counselors*. ASCA. <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

### **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?pqorigsite=gscholar&fromopenview=true&sourcetype=Scholarly%20Journals>

### **Recommended Text:**

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

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

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

The certified school counselor has a broad knowledge base.

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

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

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

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

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

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

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

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

### **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.

**TEXES Competencies**

**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.

**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.

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

Standards	Assignment	Points
5G1a, d, e 5G3 a, b	SC Program Plan	10
2 F 3 b, h 5G3c, d, e, g, i, j	Guidance Lesson	20
5G1C 5G2c, h 3a, b, h, i, j	Individual Planning Sessions (2)	20
5G2e, g, i, k 5G3c, f, i	Responsive Services Sessions (2) (include two community referral sources for each)	20
5G1d, g, 2b, d, k 5G3c, f, i	System Support Sessions (2)	20
5G1e 5G3c, f, g, i	Small Group Counseling Plan (6 session outline)	20
§228.30(c)(2)	Dyslexia – TEA Training Modules and Completed Exam w/Certificate THIS IS A TEA REQUIREMENT	25
§228.30(c)(8)(a, b, c)	Digital Literacy – ISTE Training Modules and Completed Exam w/Certificate THIS IS A TEA REQUIREMENT	25
5G1c 3c, h 5G3c, d, e, f, g, i 5G2k TEA 008, 009	Quizzes – TX Model (5), consultation models (5)  Discussion Boards – Inclusive practices (5), College & Career Ready (5)	20
5G3d, 3c, l, k, i, h, g	Presentation of Consultation Video (in place of final exam)	20
<b>Total Points</b>		<b>200</b>

**Grade Distribution:**            **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.***

**Grading**

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



### **Course Assignments**

Curriculum assignments will be submitted electronically. Different assignments (1 guidance lesson, 2 responsive/consultation sessions, 2 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 the portfolio concept, adding guidance lesson plans, responsive/consultation service sessions, system support plan, and individual planning sessions.

### **SC Program Plan**

After reviewing specific campus/district data and the TX Model, students will summarize the information into a comprehensive program plan that includes: (a) mission statement, (b) definition, (c) rationale, (d) assumptions, (e) goals/objectives, and (f) evaluation.

### **Guidance Lesson**

Design, develop, and implement a developmentally age-appropriate guidance curriculum lesson. This plan must be consistent with your program goals/objectives. This assignment is a secondary benchmark for Human Development. The guidance lesson plan must follow the Hunter lesson cycle and include objectives, handouts, teaching activities, checking for understanding, and assessment of the lesson. It should include ethical considerations, standards, and references. This lesson will align with the Texas Model student content skill goals and competency indicators for a specific age level.

### **System Support Sessions (2)**

Create two (2) separate system support activity/session plans. These plans may include one activity, as described on page 103 of the Texas Model. Each System Support activity/session must align with the specific program goals/objectives outlined in the SC Program Plan and include measurable outcome data.

### **Individual Planning Sessions (2)**

Provide two (2) separate individual plans for working with a student (elementary or secondary) that include any or all of the topics listed on p. 97 of TX model.

### **Responsive Service Sessions (2)**

Plan, prepare, or conduct two (2) responsive/consultative sessions. 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.

### **Consultation Role-Play Video**

With a partner, create a 10-15 minute video of a simulated consultation with a student/parent or teacher. Your consultation scenario can be any scenario that is found in your consultation textbook or one discussed in class. Please do not use a scripted consultation (although you can use the situation, just not the script). Your consultation should follow the 7 steps listed on p. 63 of your text. Your video will be graded based on the inclusion of those steps.

Turn in:

You may submit your video through a link on Google/YouTube/OneDrive. If you are turning it differently, please do a test with me through email to be sure that the link will work prior to the due date.

### **Discussion Board Posts (2)**

There will be two discussion posts on Blackboard. You are required to post your initial response to the post by Wednesday, with two responses to two different peers by Sunday.

### **Quizzes (2)**

There will be two quizzes to be completed in Blackbaord covering information presented on the Texas Model and Consultation Models. Each quiz is worth 5 points each.

### **Digital Literacy**

You will complete the Digital Citizenship modules of ISTE 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 coursework. 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.

### **Course Policies**

#### ***Graduate Class Policies***

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments, graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

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

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

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

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

### ***Attendance:***

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

- If meeting by Zoom and your camera is not on, you are not considered to be in attendance.

- In short, it is important to treat any online class with the same commitment and focus as you would a face-to-face class.
- If you are going to be absent, please email me before 5:00 PM the day of class.
- 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.**

### ***Late Assignments:***

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

## **University Policies**

### ***Research on Human Subjects***

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

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

### ***Nonacademic misconduct***

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

### ***Incompletes***

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

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

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

***Dropping a Course***

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

## **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. This 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.
  - o Students will develop their own academic potential
- Students will:
  - o Elementary/Intermediate – Become aware of their learning interests; describe the type of learning they enjoy most
  - o Middle/Junior High – Analyze the benefits they derive from learning
  - o 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

### **RUBRIC for Human Growth and Development Benchmark:**

<b>Established Criteria and Standards</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
Awareness of education and learning needs/interests	Student thoroughly investigates education history and learning needs/interests with client(s) during the counseling/group/guidance process	Student broadly investigates education history 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
Social and cultural considerations/factors	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	Student broadly conducted counseling/group/guidance process to learn about clients	Student did not conduct counseling/group/guidance process to learn about clients

	process to learn about client's career aspirations/interests and included those in development plan.	career aspirations/interests and included those in development plan.	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>• APA student format</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 the Counseling Curriculum and Systemic Intervention. Points correspond to the rating scale.

<b>Points</b>	<b>Overall Rating</b>	<b>Rating Scale</b>	<b>Description</b>
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.

**EDCG 5352: Counseling Curriculum and Systemic Interventions**  
**Course Schedule**

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

DATE	CACREP & TEA	TOPICS	ASSIGNMENTS
WK 1 8/25	<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 9/1		<b>Labor Day – NO CLASS</b>	Work on gathering data!
WK 3 9/8	<b>CACREP:</b> 5H-1, 6, 9  <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	Foundational components, four service delivery components, and program curriculum  What does a typical student at your campus look like? <ul style="list-style-type: none"> <li>• Developmental needs</li> <li>• Academic needs</li> <li>• Behavioral needs</li> <li>• Social needs</li> </ul> SC Framework Cont. (Identifying Needs/Setting Goals and Priorities)  TX Model: Sections 3-5	Find and bring campus/district data  <u><b>**Bring your framework assignment from 5316**</b></u> <u><b>We will compare and contrast</b></u>  Defining program rationale, assumptions, program goals, priorities, and how the program will be evaluated  <b>Online Test of TX Model Due 9/14</b>
WK 4 9/15	<b>CACREP:</b>  <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	ASCA National Model vs. TX Model  <a href="#">Video: ASCA National Model</a>	Review ASCA National Model (compare/contrast)  Bring Campus/District Data Review CIP/CIP, and draft program goals  <b>SC Program Plan Due 9/21</b>
WK 5 9/22	<b>CACREP:</b> 3A-4 3B-2,8 3C-1,3,4,12,13	TSC – Chapter 2: Counseling Theory in Schools	Theory Sorter Activity



	3E-1,6,8,9,10, 11,12,13,21,22 5H-12,14  <b>TEA:</b> 001, 002  <b>TEC:</b> §33.005-a,b §33.006-a, 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		
WK 6 9/29	<b>CACREP:</b> 3A-2, 3, 5, 6 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> §33.005-a,b §33.006-a, b  <b>TAC:</b> §239.15 SI-2,6,7,10, 11,14 SII-3, 6, 13 SIII-3, 4, 5, 15 SIV-1, 3, 8, 10 SV-3, 4, 6, 7, 8	TSC – Chapter 3: Counseling Practice in Schools	<b>Small Group Counseling Plan  Due 10/5</b>
WK 7 10/6	<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	TSC – Chapter 10: Differential Needs: MTSS, Section 504, Special Education and Individualized Education  Farrell et al. (2022) article  *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 Initial Post  Due 10/8  Responses Due 10/12</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)		
WK 8 10/13	<b>CACREP:</b> 3A-3 3C-17,19 3E-5 3G-17 5H-3,10  <b>TEA:</b> 006,007,008  <b>TEC:</b> §33.006a,b(2) (3)(4)  <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	TSC – Chapter 12: School Counselors as Consultants	
WK 9 10/20	<b>CACREP:</b>  <b>TEA:</b> 004,005,008  <b>TEC:</b> §33.006a,b(2) (3)(4)  <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	<div>***<b>ONLINE MEETING</b>***</div> <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>	<b>Consultation Model Quiz Due 10/26</b>
WK 10 10/27	<b>CACREP:</b> 3B-2,5 3D-2,3,5,6,7,9, 10,11,12 5H-2,17,17  <b>TEA:</b> 004, 005,008  <b>TEC:</b> §33.007a  <b>TAC:</b> §239.15: SI-4,12 SII-13	TSC – Chapter 14: All Students Career and College Ready	<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 Initial Post Due 10/29 Responses Due (11/03)</b></p>

	SIII-5,14 SIV-10		
WK 11 11/3	<b>CACREP:</b> 5H-10  <b>TEA:</b> 008,010  <b>TEC:</b> §33.006a,b(2) (3)(4)  <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	Review: Consultation Models  Role Plays – <i>Preparing for your Consultation video (Practice)</i>  Case Studies – <i>Preparing for 252 using case scenarios and data analysis</i>	
WK 12 11/10	<b>CACREP:</b> 5H-2  <b>TEA:</b> 003,004  <b>TEC:</b> §33.005b(1)(2)  <b>TAC:</b> §239.15: SII-2,3,6,13	<b>Review: Guidance</b>  Present Guidance Lesson to class  <b>Review: Responsive Services</b>  Present Responsive Services to class  * Come to class with your ideas – we will discuss our topics/ideas with the group*	<b>Guidance Lesson</b> <b>Due 11/16</b>  <b>Responsive Services</b> <b>Due 11/16</b>
WK 13 11/17	<b>CACREP:</b> 5H-2  <b>TEA:</b> 005,006  <b>TEC:</b> §33.005b(3)(4)  <b>TAC:</b> §239.15: SII-4,5,13	<b>Review: Individual Planning</b>  Present Individual Planning to class  * Remember, this <b>MUST</b> focus on College and Career Readiness OR Special Population Students  <b>Review: System Support</b>  Present System Support to class  * Come to class with your ideas – we will discuss our topics/ideas with the group	<b>Individual Planning</b> <b>Due 11/23</b>  <b>System Support Due 11/23</b>
WK 14 11/24		NO IN-PERSON CLASS  Thanksgiving Break  *Complete Consultation Session and turn in	<b>Consultation Session</b> <b>Due 11/30</b>

WK 15 12/1	<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 12/7</b>  <b>ISTE Training Due 12/7</b>
WK 16 12/8		<b>NO FINAL EXAM</b> <b>All assignments due by Monday 12/8/25</b>	

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

- 1- Respect People's Privacy- Do Not comment, chat, or text them during class about their surroundings, décor, family, etc.
- 2- Respect People's Right to instruction – Do Not be walking around, dancing, etc. (Eating and pets on lap are fine.)
- 3- Chat on Webex/Zoom is for content-related comments/questions, not socializing or distracting others.
- 4- Please put your Zoom on "mute" until speaking.
- 5- Do Not procrastinate- I recognize when you repeatedly miss class or due dates. Some flexibility will be provided, but I will not chase you for assignments or reteach what you missed. Ask for clarification- If you are unsure of what was said, when something's due or 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 INFORMATION AND RESOURCES

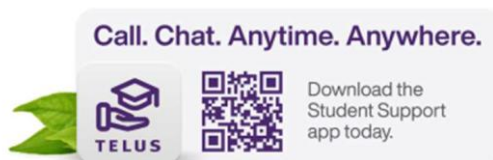
**Academic Accommodations for Individuals with Disabilities:** Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation 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 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 <http://tamusa.edu/studentcounseling>

Crisis support is available 24/7 by calling the SCC at 210-784-1331.

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. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**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 with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops

(i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or [titleix@tamusa.edu](mailto:titleix@tamusa.edu).

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator ( [titleix@tamusa.edu](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 modifications to pregnant students as would be provided to a student with 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.

**Young Jaguars:** can support parenting students with daycare who meet this criteria: Must be enrolled in classes at TAMUSA in the current semester. Must be Pell eligible or a single parent. They serve children ages 3 to 12-years-old. Children must be enrolled in Pre-K-3 through 6th grade.

[youngjaguars@tamusa.edu](mailto:youngjaguars@tamusa.edu) (210) 784-2636

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

#### Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, 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 students' 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-andresponsibilities/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/academicintegrity.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 1	Labor Day Holiday
September 10	Census Day
November 14	Last day to drop with an automatic "W"
November 25	Last day to drop a course or withdraw from the University
November 26	Study Day – No Class
November 27-29	Thanksgiving Holiday – No classes
December 4	Last day of classes
December 5	Study Day – No classes
December 6-12	Final Exams
December 16	Commencement

*The complete academic calendar is available online:*

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