



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 2026

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 2026

Class Date: Monday

Class time: 7:00 – 9:45 PM

Class Location: Classroom Hall 321

Course Description:

This course focuses on the personal, social, career, and academic needs of PreK-12 students. Students will create developmentally appropriate classroom guidance lessons, small-group lessons, and individualized student plans in alignment with *The Texas Model for Comprehensive School Counseling Programs*.

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.

- 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)

This course is designed to meet the 2024 CACREP entry-level specialty area standards (Section 2) for counseling. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 5.H.1:** models of school counseling programs [*Students will successfully complete this learning objective by achieving a score of 80% or higher on the Scenario Response Paper #3*]
- **CACREP Standard 5.H.2:** models of P-12 comprehensive career development [*Students will successfully complete this learning objective by achieving a score of 80% or higher on the Classroom Guidance Unit*]
- **CACREP Standard 5.H.5:** design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instruction strategies [*Students will successfully complete this learning objective by achieving a score of 80% or higher on the Classroom Guidance Unit*]
- **CACREP Standard 5.H.15:** evidence-based and culturally sustaining interventions to promote academic development [*Students will successfully complete this learning objective by achieving a score of 80% or higher on the Scenario Response Paper #1*]
- **CACREP Standard 5.H.16:** approaches to increase promotion and graduation rates [*Students will successfully complete this learning objective by achieving a score of 80% or higher on the Classroom Guidance Unit*]
- **CACREP Standard 5.H.17:** interventions to promote postsecondary and career readiness [*Students will successfully complete this learning objective by achieving a score of 80% or higher on the Classroom Guidance Unit*]
- **CACREP Standard 5.H.19:** strategies to promote equity in student achievement and access to postsecondary education opportunities [*Students will successfully complete this learning objective by achieving a score of 80% or higher on the Scenario Response Paper #3*]

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>

Recommended Materials

Erford, B. T. (2026). *Professional school counseling: A handbook of theories, programs, and practices* (4th ed.). Cognella.

Holcomb-McCoy, C. (2022). *School counseling to close the achievement gap: A social justice framework for success* (2nd ed.). Corwin Press.

Ziomek-Daigle, J. (2016). *School counseling classroom guidance: Prevention, accountability, and outcomes*. Sage.

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

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

Due Date	Assignment	Points
9/28	Scenario Response Paper #1	10
10/19	Scenario Response Paper #2	10
11/9	Scenario Response Paper #3	10
11/16	Classroom Guidance Unit	30
11/30	Small Group Counseling Plan	20
See Course Schedule	Quizzes	5
12/10	Dyslexia – TEA Training Modules and Completed Exam w/Certificate THIS IS A TEA REQUIREMENT	5
12/10	Digital Literacy – ISTE Training Modules and Completed Exam w/Certificate THIS IS A TEA REQUIREMENT	5
Ongoing	Participation & Attendance	5
	Total Points	100

Grade Distribution:**A = 90-100****B = 80-89****C = 70-79*****Grading***

Please be aware that an assignment of a B in this course reflects “above average” performance, but As 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***Classroom Guidance Unit***

Students will work together in pairs or small groups to develop a three-lesson unit and role-play presenting one of the classroom guidance lessons to an elementary, middle, or high school class on any college- and career-readiness topic. The purpose is to understand the design of guidance and counseling curricula, lesson plan development, classroom management strategies, and differentiated instructional strategies. Students must address various college and career options, the steps needed to reach postsecondary plans, developmentally appropriate career assessments, and interventions to address the college and career readiness needs of your school. Additionally, students must specify the type of data they will collect from lesson participants and how it can be used to inform their comprehensive school counseling program. Students will then select one of the three lessons to role-play with the class. The presentation will be an abbreviated version of their lesson lasting no more than 20 minutes. Additionally, students must send an electronic version of the unit to classmates and the instructor before the presentation.

Scenario Response Papers

Three (3) times throughout the semester, students will be expected to prepare a written response to various scenarios that may be encountered in a school setting. These responses should be backed by research and appropriate citations, utilizing at least three references. These references can include our textbooks and should also include at least one additional peer-reviewed reference. Please adhere to APA 7th edition formatting guidelines. These responses should demonstrate graduate-level writing and professionalism.

Small Group Counseling Plan

The purpose of this assignment is to provide you with the opportunity to design a developmentally appropriate small group counseling intervention for students in a K–12 school setting. Students will work in pairs or small groups to identify a student need, develop a rationale for providing a small counseling group, determine appropriate methods for selecting participants, and create a series of structured counseling sessions designed to address the identified need. Your small group plan should demonstrate your ability to apply school counseling principles to the academic, career, and/or social-emotional development of students. Please adhere to APA 7th edition formatting guidelines. These responses should demonstrate graduate-level writing and professionalism. Specific requirements for the assignment will be outlined in Blackboard.

Digital Literacy

You will complete the Digital Literacy Modules of the ISTE Standards for Educators Course: https://libguides.tamusa.edu/digital_literacy

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 TAMUSA Library, 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. The link to the course will be posted in the assignment in Blackboard.

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

Attendance

You are expected to attend each class and complete all required reading for class. Your attendance is indispensable, as we have limited time to review a large and critical amount of information. You are also expected to arrive on time and stay for the entire class.

Please let me know as soon as possible if there is a scheduling conflict that will interfere with your attendance. We might need to discuss the appropriateness and timing of this course if so. You may only use electronic devices to assist you in this course (e.g., to take notes). The use of cell phones or electronic devices for other purposes is not permitted. Let me know if you need to keep your cell phone on for any reason before class. Otherwise, you are expected to keep your cell phone away and silent.

Late Work

The due dates and times below are generally not negotiable, as they allow me adequate but limited time to review your assignment and provide detailed feedback. Any late submissions will be subject to a deduction of 10% of the total points available for the assignment for each day the assignment is turned in late, including weekends.

Please let me know as soon as possible if there is an extenuating circumstance that might impact your ability to submit your assignment(s) in a timely manner.

IMPORTANT POLICIES AND RESOURCES

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

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance. While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

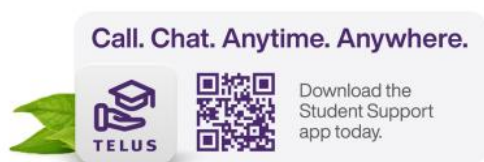
Appointments available MATH Walk-in Tutoring – No appointment needed		
	Appointments available	Walk-in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is

available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC): The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous

online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. Students wanting to work in realtime with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#) . The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

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

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

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

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

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

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

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

Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-

9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

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

Students' Rights

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

Students' Responsibilities

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

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

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find

themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed
November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

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

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.

Course Schedule

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

DATE	TOPICS	ASSIGNMENTS
WK 1 8/24	Review Syllabus SC responsibilities and program implementation Review TX Model: Sections 1 & 2	
WK 2 8/31	Foundational components, four service delivery components, and program curriculum Identifying Needs/Setting Goals and Priorities TX Model: Sections 3-5	<i>Bring previous SC Program Plan from 5316 to class</i>
WK 3 9/7	LABOR DAY – NO CLASS	
WK 4 9/14	TSC – Chapter 2: Counseling Theory in Schools Holcomb-McCoy – Ch. 3 Counseling and Intervention Planning (in BB)	Discussion Post
WK 5 9/21	TSC – Chapter 3: Counseling Practice in Schools	
WK 6 9/28	TSC – Chapter 6: Legal & Ethical Issues Erford – Ch. 5: Codes of Ethics and Ethical and Legal Considerations for Students, Parents, and Professional School Counselors (in BB) Stone & Zirkel, 2010	Scenario Response Paper #1 Due 9/28
WK 7 10/5	TSC – Chapter 10: Differential Needs Montes et al., 2025; Mayes et al., 2024; Mayes & Byrd, 2022; Ieva et al., 2022 Farrell et al., 2022	Quiz
WK 8 10/12	TSC – Chapter 12: School Counselors as Consultants Holcomb-McCoy – Ch. 4 Consultation (in BB) Baker et al., 2009 Clements, 2007	Quiz
WK 9 10/19	Classroom Guidance Lessons & Classroom Management Erford – Ch. 16 How to Write Learning Objectives (in BB) Erford – Ch. 17 Designing Developmental School Counseling Lessons (in BB) Erford – Ch. 18 Setting Up and Managing a Classroom (in BB) Dack, 2024 Dack et al., 2019	Scenario Response Paper #2 due 10/19

WK 10 10/26	TSC – Chapter 14: All Students Career and College Ready Wright & Chan, 2022 Niles et al., 2025	Quiz
WK 11 11/2	TSC – Chapter 15: Transitioning into the Field of School Counseling Mullen et al., 2020	
WK 12 11/9	Review Scenario Response Prompts	Scenario Response Paper # 3 Due 11/9
WK 13 11/16	Classroom Guidance Unit Presentations	Classroom Guidance Unit Due 11/16 by 7 PM
WK 14 11/23	NO IN-PERSON CLASS Thanksgiving Break	
WK 15 11/30	Small Group Counseling Plan Presentations	Small Group Counseling Plan Due 11/30 by 7 PM
WK 16 12/7	NO CLASS	TEA Dyslexia Training Due 12/7 ISTE Training Due 12/7