

Syllabus

**ED 7302: MANAGEMENT OF GUIDANCE, COUNSELING, AND
HUMAN SERVICES PROGRAMS
Sul Ross State University
Spring 2019**

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Office Hours: The instructor is available via email (for personal correspondence), Blackboard Discussion Board for class questions and clarifications, and, in case of an emergency, telephone. Facetime or Google Hangouts is also available by appointment. The instructor will also meet on Blackboard Collaborator with students in a group setting for those who want or need clarification about assignments. TBA

*Note: You must have successfully completed **ED 5307 Graduate Research AND ED 5314, Personality and Counseling Theory**, prior to enrolling in this course.*

CATALOG COURSE DESCRIPTION:

A professional orientation course covering program development, organization, management and accountability; professional organizations; codes of ethics; legal aspects of practice; standards of preparation; position functions.

Required Texts:

For School Counselors:

The Texas Model for Comprehensive School Counseling Programs (5th Edition). It can be purchased at the Texas Counseling Association (TCA) website for \$50, but they will not overnight it to you and it may take up to two weeks to receive it.

<https://www.txca.org/Mall/StoreHome.asp?MODE=VIEW&STID=1&LID=0&PRODID=30>

The Sul Ross Bookstore will also have them available.

Texas Educator Certification Testing-available on ETS web site at

<http://texas.ets.org/texas/prepMaterials> You may also access the manual directly at

<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/>

For Human Services/Agency Counselors:

For students who are NOT teachers and who are planning to serve in agency counseling with the goal of becoming a licensed professional counselor:

Lewis, J. A., Packard, T., & Lewis, M. D. (2012). *Management of human service programs (5th ed.)*. Belmont, CA: Brooks/Cole.
ISBN-13: 978-0-84003-427-4

For Both:

Publication Manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association

The Standards covered in this course:

School Counselor Standard I

Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

School Counselor Standard II

Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

School Counselor Standard III

Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

School Counselor Standard IV

Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

School Counselor Standard V

Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

School Counselor Standard VI

Learner-Centered Professional Development: The professional school counselor pursues continuous professional development, demonstrating a commitment to learn, to improve the profession and to model professional ethics and personal integrity.

TEXES Domains and Competencies covered in this course:

Domain I – Understanding Students

Competency 001-(Human Development): *The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meet the needs of all students.*

The Beginning school counselor:

- A. Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents.
- B. Demonstrates knowledge of developmental issues of particular importance, including atypical differences, at different stages of human development (e.g. early childhood,

- middle childhood, adolescence).
- C. Recognizes the interrelatedness of developmental domains and ways in which this interrelatedness may affect students' behaviors (e.g., how affective characteristics may affect academic performance).
- D. Understands the range of human developmental variation (e.g., typical and atypical behaviors) and knows how to provide appropriate, effective guidance and counseling services that are responsive to students' developmental characteristics and differences.
- E. Understands students' developmental characteristics and needs in relation to educational and career awareness, planning, and decision making.

Competency 002-(Student Diversity): *The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.*

The beginning school counselor:

- A. Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.
- B. Knows and applies strategies for positive, effective communication with all students and their families.
- C. Understands student differences (e.g., in relation to culture, economics, gender, ethnicity, learning style) and knows how to provide a developmental guidance and counseling program that meets the needs of all students.'
- D. Understands characteristics and needs of students who are members of special populations (e.g., gifted and talented, homeless, migrant, special education).
- E. Demonstrates knowledge of how to facilitate the learning and achievement of all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.
- F. Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.
- G. Advocates for a school environment in which diversity is acknowledged and respected.

Competency 003-(Factors Affecting Students): *The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.*

The beginning school counselor:

- A. Understands environmental, social, and cultural factors that may affect students' development and learning and recognizes the relevance of these factors for school counseling.
- B. Knows how factors in the school (e.g., peer relationships, teacher-student interactions, school climate) may affect students' ability to succeed in school and collaborates with school personnel to promote a school environment in which all students may achieve success.
- C. Demonstrates knowledge of factors in the home and community that may affect students' school performance (e.g., feelings of safety and security, level of family

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- support, impact of critical incidents) and recognizes the affects such factors may have on students' achievement.
- D. Understands how societal factors and trends (e.g., media influences on students, changing demographics and economic conditions, technological developments) may affect what students need from a developmental guidance and counseling program.
 - E. Understands how to promote students' abilities to cope with negative factors and build on positive factors and influences in their lives.

Domain II – Planning and Implementing the Developmental Guidance and Counseling Program

Competency 004-(Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promote all students' success.

The beginning school counselor:

- A. Demonstrates knowledge of the components of a developmental guidance and counseling program.
- B. Knows how to assess the needs of students in a school and plan a developmental guidance and counseling program that reflects student needs.
- C. Demonstrates knowledge of procedures for implementing a developmental guidance and counseling program, evaluating the program's effectiveness and modifying the program as necessary to meet the needs of all students.
- D. Knows how to implement strategies for effective internal and external communication.
- E. Understands the roles and responsibilities of the school counselor, counseling staff, and other professionals in the school with regard to the guidance and counseling program.
- F. Knows how to serve as a consultant and/or coordinator to help students achieve success in school and outside of school.
- G. Knows how to implement effective referral procedures to facilitate the use of special programs and services.
- H. Knows how to organize personnel, resources, and activities to meet defined needs and objectives.
- I. Knows how to apply research-based practice to improve the school guidance and counseling program.

Competency 005-(Developmental Guidance Program): *The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.*

The beginning school counselor:

- A. Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.

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- B. Applies knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results and evaluative criteria).
- C. Knows how to design, implement and evaluate developmentally appropriate guidance instruction for students at different grades.
- D. Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
- E. Demonstrates an understanding of theories, models, principles, and practices of career development.
- F. Demonstrates knowledge of appropriate resources, including technological tools, to promote students' development of skills and knowledge in the developmental guidance curriculum.
- G. Knows how to facilitate students' ability to achieve theory potential by helping them set and attain challenging educational, career, and personal/social goals.
- H. Demonstrates knowledge of how to teach small and large groups by actively engaging students in the learning process.

Competency 006-(Counseling): *The school counselor understands how to provide effective counseling services to individuals and small groups.*

The beginning school counselor:

- A. Applies knowledge of counseling and consultation theories, principles, and practices in a school community.
- B. Understands the scope of the school counselor's job and recognizes when and how to make referrals to professionals outside the school.
- C. Demonstrates knowledge of the roles and responsibilities of the counselor in various counseling situations.
- D. Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques.
- E. Demonstrates an understanding of group dynamics and productive group interactions in various counseling situations.
- F. Knows how to use counseling-related research techniques and practices to address student needs.
- G. Applies knowledge of how to coordinate resources for students within the school and the community.
- H. Understands the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

Competency 007-(Assessment): *The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.*

The beginning school counselor:

- A. Demonstrates knowledge of assessment principles and procedures, including the

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- appropriate use of tests and test results.
- B. Understands the characteristics, uses, advantages and limitations of various types of informal and formal assessments.
- C. Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).
- D. Knows how to interpret assessment results and to use information from varied sources to assess accurately students' strengths and needs.
- E. Understands principles of testing and measurement that underlie group standardized testing programs.
- F. Knows how to collaborate in the planning and evaluation of a group standardized testing program.
- G. Uses assessment results and interprets information to work collaboratively with other professionals to plan for instruction and student development.
- H. Knows how to communicate assessment results to school personnel, students, and students' families.

Domain III – Collaboration, Consultation, and Professionalism

Competency 008-(Collaboration with Families): *The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.*

The beginning school counselor:

- A. Applies strategies for using oral, written, electronic, and nonverbal means to communicate to interact effectively with families in various contexts.
- B. Knows how to establish partnerships of trust and mutual respect between homes and the school community.
- C. Demonstrated knowledge of procedures for working with parents/guardians to enhance the counselor's interaction with students and to facilitate student learning.
- D. Knows how to use effective communication with families to support responsive interventions.
- E. Applies knowledge of strategies for promoting the involvement of parents/guardians in their children's education.
- F. Works effectively as a team member with families and other professionals to promote positive change for students.
- G. Knows how to provide support for families, including use of effective referral procedures.

Competency 009-(Collaboration with Others in School and Community): *The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.*

The beginning school counselor:

- A. Demonstrates an understanding of roles and responsibilities of the counselor in various contexts involving consultation and collaboration with other professionals.

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- B. Applies procedures for collaborating with others in the school and community to implement a developmental guidance program, including a guidance curriculum, that promotes students' development in all domains (e.g., academic, career, personal/social) and helps students achieve in school and outside of school.
- C. Demonstrates knowledge of procedures for consulting with teachers, administrators, and others to professional expertise and enhance their work with students.
- D. Knows how to work and communicate effectively with teachers, administrators, and other professionals to promote positive change for individuals, groups, and the school community.
- E. Knows how to develop and maintain positive working relationships with businesses and other community resources to address student needs and facilitate learning.
- F. Applies procedures for coordinating resources for students within the school and community.

Competency 010-(Professionalism): *The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.*

The beginning school counselor:

- A. Demonstrates and understanding of legal and ethical standards, guidelines, practices, and issues relevant to the role of the school counselor (e.g., Confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions).
- B. Knows how to apply legal and ethical standards in various situations involving students and others.
- C. Knows how to be an effective advocate for a developmental guidance and counseling program that is responsive to all students.
- D. Uses reflection, self-assessment, interactions with colleagues, and continuing education to promote personal professional development.
- E. Knows how to use research, technology, and other resources to facilitate continual professional growth and improve the school guidance and counseling program.
- F. Demonstrates awareness of the value of membership in appropriate, professional counseling organizations.

Course Objectives:

The student will be able to:

1. Write a comprehensive, developmental, guidance and counseling program for either a public school or a human services agency.
2. Demonstrate knowledge of the components of a developmental guidance and counseling program.
3. Demonstrate an understanding of professional organizations and codes of ethical practice.

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4. Apply appropriate standards of preparation in the implementation and management of a counseling program while reflecting the requirements of the position.
5. Demonstrate an understanding of designing, implementing, and evaluating developmentally appropriate guidance instruction for students at different grade levels and/or for individuals at various stages of development.
6. Apply knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).
7. Demonstrate how to help individuals and/or students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision-making and problem-solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.

FINAL GRADING: A=100-91% B=90-81% C=80-71% F=70-0%

50%- **Individual Project (Comprehensive Counseling Program)**

10%- **Participation (in online discussion board)**

20%- **Chapter Summaries; other**

20%- **Four Components (School Counseling Students) or Description of the Overall Program (Human Service Agency Counseling Students)**

Note: Grades are earned based on the quality of the work completed.

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

A grade of “A” will not be given in this course unless the student’s writing reflects graduate level quality and the written program is superior.

Course Requirements:

Comprehensive Counseling Program: Students will work individually to develop *either* a school guidance and counseling program for a particular school district (for students planning to become certified as a school counselor) *or* a human service/agency program for a community population or agency. A guideline describing the format for your program is posted on Blackboard.

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Your program must follow the lecture instructions, the program format, and the scoring rubric guidelines and include all specified sections to receive full credit. It will demonstrate your understanding of American School Counselor Association/ACA Code of Ethics or the ethical standards for Licensed Professional Counselors. **Due dates for each portion of the program are in this syllabus.**

Assignments submitted after the deadlines will not be accepted.

Participation: Since ED 7302 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course.

In order for you to remain enrolled in ED 7302, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F."

You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

*****Additional individual assignments may be given.**

All written assignments must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual). See *American Psychological Association Publication Manual* (required reading) <http://www.apastyle.org/stylehelper/>. If you chose to utilize excerpts of materials from existing programs in schools, agencies, or those you find through research, you must cite the source in the body of your paper and include a reference entry at the conclusion of your document.

Papers should have one-inch margins, 12-point type, and double line spacing. A running head should be used with each submission saying either '*COUNSELING AND GUIDANCE PROGRAM* (for school counseling students) or '*HUMAN SERVICE/AGENCY PROGRAM*' (for human service students). Number all pages in the lower right hand side (do not restart with one with each new assignment, but continue numbering from the previous assignment); edit for English usage, grammar, and style. Papers with multiple errors may not be accepted or will receive a reduction in grade. An emphasis in this particular course is writing in a manner to demonstrate your professionalism and scholarship.

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Academic Integrity:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SRSU Disability Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator located in the University Center Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178; Fax: 432-837-8724.

Helpful Resources:

Texas Education Agency
Education Service Centers
American Counseling Association (with many specialized branches)
American School Counselors Association
Texas Counseling Association
Texas State Board of Examiners of Professional Counselors
Texas Administrative Code
Texas Education Code
American Psychological Association
ERIC, PsycINFO, other social science research databases
College Board
ACT
Texas Higher Education Coordinating Board
Texas Health and Human Services Agency
Texas Rehabilitation Commission
CPS/Texas Department of Family and Protective Services
Governor's Job Bank (state agencies listed on this link)
College for Texans
Communities in Schools

Due Dates for Assignments for ED 7302— Spring 2019

Read the assigned chapters and complete the assignments/quizzes PRIOR to the deadline. The deadline is midnight Central Standard Time (CST) on the due date.

Assignments submitted after the deadline will receive no credit.

January 22 – Online Ed 7302 course officially begins

January 25—Introduce yourself on the Discussion Board and Online participation policy due. This must be completed prior to receiving credit on assignments.

February 1 – Blackboard Collaborate... we will go over the overview of syllabus, grading rubric and course expectations. Make sure that you have printed these items off.

Required attendance 5:00 pm CST

February 3— Read Chapters 1-3 (**Human Service Counselors**) and ASCA Ethical Standards (found in the tab labeled school counselors) and Introduction from the Texas Model (**School Counselors**) – Summaries Due

February 6 – Email Professor Hayes your program information. If you are a School Counseling Student and want to build your program for your school then email the name of the school and the grades taught there. If you are a Human Service Student, send the name of the program and the target audience you are designing.

February 6—Table of Contents

February 9—Mission Statement

February 12—Philosophy of Counseling

February 16—Ethics Assignment on the Discussion Board

February 21 – Read Chapters 4-6 (**Human Service Counselors**) and Sections I and II from the Texas Model (**School Counselors**) – Summaries Due

February 26—Texas Education Code Assignment (**School Counselors**) Texas Administrative Code Assignment (**Human Service Counselors**) due on the Discussion Board

March 4 —Demographics

March 9 - Needs Assessment

March 12 – Read Chapters 7-9 (**Human Service Counselors**) and Section III and Section IV from the Texas Model (**School Counselors**) – Summaries Due

March 18 – Read Chapters 10-12 (**Human Service Counselors**) and Section V from the Texas Model (**School Counselors**) – Summaries Due

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March 31— THE FOUR COMPONENTS (Guidance Curriculum, Responsive Services, Individual Planning, System Support) **(School Counselors)**
DESCRIPTION OF THE OVERALL PROGRAM **(Human Service Counselors)**

April 7 — Crisis Plan **(School Counselors)**
Management **(Human Service Counselors)**

April 11—Job Descriptions

April 16—Budget **(School Counselors and Human Service Counselors)**

April 12 – Last day to drop with a 'W'

April 18 — Funding Process **(Human Service Counselors)**

April 23—Evaluation

April 30—Schedules

May 4— Summary **(Human Service Counselors)**

May 6—Referrals/Resources List

May 9—Appendices (listing of items in your appendix)

May 12—Title Page

May 14 – Final Table of Contents with page numbers to replace the original Table of Contents

May 17 – Final Grades

Students, you may post your assignments early if you wish; just be sure to post your assignments no later than the deadlines! I recommend that you never wait until the due date in order to submit a quiz on an assignment as technology has a way of causing the most trouble when you need it the most.