



SYLLABUS

EDUC 7302 Management of Counseling Programs SEMESTER: Spring 2022

Tuesdays 6:00 pm

PROFESSOR: Dr. Samuel Garcia, LPC-S

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PHONE: (830)279-3036 CELL PHONE: (830)734-7732

OFFICE OR ELECTRONIC ADVISING HOURS: **PLEASE CALL or EMAIL TO MAKE AN APPOINTMENT FOR IN-PERSON APPOINTMENTS:**

IN-PERSON – Thursday 12:00 p.m. - 8:00 p.m.

VIRTUAL (Collaborate or Zoom) –Anytime

Office Location: 2623 Garner Filed Rd., C104, Uvalde, Texas 78801

Master of Education Counseling Program: [Counseling Program Web Page](#)

Chair of the Education Department: [Chair for the Education Department/Counseling Program](#)

Dean for Sul Ross State University Rio Grande College: [MRGC Assistant Provost and Dean](#)

Vice President Sul Ross State University Rio Grande College: [SRSU-RGC Vice President](#)

President Sul Ross State University [SRSU President](#)

Required Texts:

Counseling: A Comprehensive Profession, 8th Edition
Samuel T. Gladding, Wake Forest University, 2018. Pearson

ISBN-13: 978-0134460604

ISBN-10: 9780134460604

Course Description: An examination of the mission, philosophy, and function of counseling programs in schools, universities, and community agencies, with emphasis on program organization, administration, needs assessment, evaluation, legal and ethical issues, creating community coalitions and outreach, training support staff, and adopting and adapting culturally relevant prevention and intervention programs.

Prerequisite: The grade of B or higher in EDUC 5314 and have instructor's permission.

Course Objectives

Upon successful completion of the Counseling Program, the candidates for the degree of Master of Education in Counseling, will clearly and unambiguously demonstrate to the Counseling faculty that they:

- ① Understand traditional and contemporary personality and counseling theories and can apply appropriate counseling interventions and strategies in individual and small group counseling.
- ② Identify and utilize basic assessment principles related to standardized assessments and design an appropriate treatment plan.
- ③ Comprehend the role and function of the counselor in a variety of work settings.
- ④ Know and apply the professional standards of practice and the relevant code of ethics.
- ⑤ Attend to their own personal growth, as well as that of their students and clients, through utilizing supervision, valuing interpersonal feedback, and engaging in mindful self-examination.
- ⑥ Possess the knowledge and skills necessary to practice as highly competent counseling professional.
- ⑦ Employ personal self-awareness and professional sensitivity to the divergent values, behaviors, traditions, and counseling needs of all students and clients regardless of gender, sexual orientation, socioeconomic status, age, ability, language, religion, ethnicity, or race.
- ⑧ Engage in compassionate cultural sensitivity by applying core counseling concepts, mindfulness-based skills, and professional practices with diverse populations, in particular, the bilingual and bicultural students and clients living in the South Texas border region.
- ⑨ Model intellectual curiosity and a strong personal commitment to continually expanding their counseling knowledge and proficiency through lifelong learning and professional development.

Modular Objectives:

Upon successfully completing this course, students will be able to:

1. Construct a counseling program that promotes psychological health and personal empowerment for the clientele.
Assessment: Program Binder to be turned in.
2. Gain knowledge of the services that are part of guidance counseling programs and how these services relate to the total educational goals of the educational system.
Assessment: Program Binder, Discussion Board Assignments
3. Become familiar with the organizational principles of guidance such that an evaluation can be done to develop a guidance and counseling program for a school district.
Assessment: Discussion Board Assignments
4. Discuss the role of the counselor in the school and agency or private practice setting and the role of ethics in these settings.
Assessment: Discussion Board Assignments
5. Describe and discuss strategies for preventing professional burnout and maintaining professional wellness.
Assessment: Discussion Board Assignments, Class Discussion

Assessment of these objectives will be via demonstration as seen in:

1. The actual program was developed and written by each student.
2. Completion of posted Discussion Board assignments.
3. The exams on material from the text, class notes, and researched materials.

DOMAIN I

Competency 002 (Student Diversity) Ch 3 & 4 (EDUC 6318)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students) Ch 5, Ch 17, Ch 18 (EDUC 6319)

The school counselor understands factors that may affect students' ability to achieve their potential.

DOMAIN II

Competency 004 (Program Management) Ch 6 & 7, Ch 15, Ch 16)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

& *Competency 005 (Developmental Guidance Program) Ch 8, Ch 13 (EDUC 6321 6322)*

The school counselor knows how to provide a comprehensive developmental guidance program that promote all students' personal growth and development.

Competency 006 (Counseling) Ch 9 (EDUC 7315)

The school counselor understands how to provide effective counseling services to individuals and small groups.

DOMAIN III

Competency 008 (Collaboration with Families) Ch 5, 6, , Ch 14 (EDUC 6323)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community) Ch 10

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism) Ch 3, Ch 18 (EDUC 6333)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

The Program Marketable Skills Include:

1. A Master of Education Counseling Student will demonstrate analytical and critical thinking skills.
2. A Master of Education Counseling Student will demonstrate empathy and listening skills.
3. A Master of Education Counseling Student will demonstrate deductive and inductive cognitive skills.

Marketable Skills Dissemination Strategy:

The marketable skills will be included in course syllabi for the MED Counselor degree, and the faculty will discuss them online or in-class with students. Each marketable skill development will include consideration of the cultural influence on an individual's perceptive outlook. The cultural focus will be reflected in all courses and considered explicitly in the ED 6318 Multiculturalism and Diversity and ED 6340 Bilingual and Bicultural counseling coursework. Reflective writing or research assignments will be in all classes to develop these marketable skills with specialized research focus on the ED 5307 Research Methodology, ED 6319 Psychopathology, ED 6320 Substance Use, Abuse and Addiction, and ED 6350 Counseling and the Neurosciences coursework.

American with Disabilities Act (ADA):

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility

services. Students seeking accessibility services must contact the Student Services Specialist for the specific Campus. PLEASE SEE BELOW FOR TECHNOLOGY ASSISTANCE.

Student Support Services:

Student Support Services provides students with the tools and resources they need to achieve academic success and to remove all obstacles to learning, including advising, tutoring, and workshops. Tutors are available at each of the three sites, Uvalde, Del Rio, and Eagle Pass during the fall, spring, and summer semesters. These tutors offer assistance in mathematics, English, History, and PowerPoint presentations. Tutors schedules are posted on bulletin boards around campus as well as **ONLINE**. Tutor's are available by appointment or on a walk-in basis.

Student center computers are equipped with Grammarly (<https://www.grammarly.com/>), a software program that helps students achieve academic goals and improve their writing in essays, reports, theses, dissertations, and college entrance applications. Grammarly automatically detects grammar, spelling, punctuation, word choice, and style mistakes in your writing.

Please go to: <http://www.sulross.edu/page/1568/student-services> to speak to a support service representative or visit the Student center.

Student Services Specialist are:

Del Rio – (830) 703-4816

Eagle Pass – Juan Tamez (830) 758-5037

Uvalde- Derek Serrano (830) 279-3027

Technology Requirements:

Hardware Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC's current version of Blackboard. Be sure to check your course syllabus and discuss technology needs with your professor as early in the class as possible.

System Requirements: The following minimum hardware and software requirements are necessary in order to access an online class through SRSU-RGC's current version of Blackboard. Individual instructors may have additional requirements for specific classes. Be sure to check your course syllabus and discuss technology needs with your instructor as early in the class as possible.

	Minimum	Recommend
Operating System	Windows 7 or higher Mac OSX 10.8 or higher	Windows 10 Mac OS 10.12
Processor	1 GHz processor	2 GHz or faster processor
Memory	512 MB of RAM	2 GB of RAM or higher
Monitor Resolution	1024 x 768	1024 x 768 or higher
Free Hard Disk Space	5 GB of free disk space	20 GB or higher of free space
Internet Connection	Broadband (high-speed) Internet connection with a consistent minimum speed of 1.5 Mbps	Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher

Internet Browser	FireFox	FireFox
Java	Java is required to use Blackboard. Visit our Java support page for information about troubleshooting Java.	
Macromedia Flash Player	Flash may be required to play videos within the Blackboard system. You can download Flash from the Adobe website.	

Students are required to have regular, reliable access to a computer with a stable broadband Internet connection. Any system older than 4 years may not have the processing power to work with our current version of Blackboard and its components.

All SRSU-RGC networked computers are configured to use Blackboard and will have the needed to complete online coursework. If additional software is needed on an SRSU-RGC lab computer, please contact the administrator of the lab for assistance.

If your computer is publicly accessed off-campus or is loaned to you, you may be prohibited from downloading files or software.

The first step to see if your computer is set up for Blackboard is to check your browser compatibility. We strongly recommend Blackboard students use the latest version of [Mozilla Firefox](#) for Windows or Mac because it is the most compatible with our current Blackboard system.

Browser Downloads	PC	Mac
Mozilla Firefox	Download	Download
Safari	Download	Download
Google Chrome	Download	Download

Generally, it is a good idea to have multiple browsers installed on your system for a couple of reasons. First, you always want a plan B. If you are trying to perform time-sensitive tasks in Blackboard, you don't want to waste time troubleshooting your browser or downloading a new browser. Having multiple browsers already installed allows you to quickly switch to a different browser when you have a browser-related issue.

Second, it helps to rule out browser related issues. If you are having problems in one browser and not another, then you know there is something going on with your browser or its settings. If you are having the same problem in multiple browsers, then you'll know that it is either a system issue or something related to Blackboard.

Additional Software and Plug-ins: Most of the materials you will be accessing in Blackboard will consist of web pages, Microsoft documents, or Adobe Acrobat files. However, instructors may choose to upload content in a variety of formats. Below you will find a list of common file

types that may be used in Blackboard. The software required to view these files is given and links to downloadable versions of the software have been provided if available.

Application Downloads File Extension		PC	Mac
Adobe Acrobat Reader	.pdf	Download	Download
Microsoft Office	.doc • .docx .ppt • .pptx .xls • .xlsx .rtf • .txt	Download	Download

Microsoft Office Viewer			
Word Viewer	.doc • .docx	Download	n/a
PowerPoint Viewer	.ppt • .pptx	Download	n/a
Excel Viewer	.xls • .xlsx	Download	n/a

Video Players	Common File Extensions	PC	Mac
Macromedia Shockwave Player	.fla • .swa • .swf	Download	Download
QuickTime	.mov • .qt	Download	Download
Media Player Classic	.avi • .vlc • .wmv	Download	n/a
VLC Media Player	.avi • .vlc • .wmv	Download	Download

Additional Software	PC	Mac
Microsoft Security Essentials	Download	n/a
Ad-Aware Spyware Removal	Download	n/a
Spybot Search and Destroy	Download	n/a

Technical Skills

Technical Skills Required: Students will be required to interact through a virtual media real-time technological program Enhance-video Streaming through Zoom. Moreover, students will be required to know how to send and receive emails; how to cut and paste information; how to post and download assignments onto and from Blackboard; how to access videos and post comments on discussion boards; how to take exams through Blackboard and how to access Collaborate Ultra Real-time or Zoom feature. Students will also be required to access their generated grade points to measure their progress in the course. PLEASE REVIEW Introductory Videos to refresh your understanding of how to access and navigate through these blackboard features.

Other Technological devices/Equipment: Student computer MUST be equipped with fully functional speakers, microphone and video camera. Since this course is instructed through an enhanced video feature like Collaborate Ultra, it is important to keep background noise to a minimum so as not to distort communication; it is preferred that students use ear/headphones with attached microphones to enhance communication clarity. The student microphone icon must remain off unless speaking to help with back-feed sounds. The video camera icon MUST remain on at all times, PLEASE REVIEW introductory Collaborate video.

Blackboard: I have posted a course orientation video to help each student understand how to navigate through Blackboard. The Blackboard Orientation Video can be accessed by:

Logging into “Blackboard.

- A. Select course number and name.
- B. Observe the Course men, which is categorized by submenus.
- C. The student will notice the “Menu” categorized by submenus. They are:

1. ORIENTATION
2. COMMUNICATION
3. RESOURCES
4. ASSIGNMENT
5. TOOLS

- D. Select the “Blackboard Orientation” feature under the “Orientation” Submenu.

Students can also access the Blackboard orientation video clips designed to help students navigate and use Blackboard while taking graduate coursework. Students can access the videos by:

- E. Going to the Blackboard main page.
- F. Access the “Student Resources” located at the red top left block of the Blackboard Log-in Page.
- G. Orientation and “How to” videos are available to help the student navigate and through Blackboard.

Blackboard Representatives: (888)837-6055 24 hrs. Monday-Sunday
Tim Parsons (432-837-8525): tim.parsons@sulross.edu
Estella Vega (432-837-8247): estellav@sulross.edu

Distance Education (Enhanced-video Streaming): This course work is administered via virtual means, which means that the class meeting will take place on Blackboard Collaborate Ultra, Zoom, and Google platforms. The feature can be found in the Blackboard class under the *Assignment* sub-section of the class. Required readings, assignments, blogs, presentations, and videos will be posted on Blackboard. All students are expected to regularly access the class site on Blackboard and participate fully in the virtual aspect of this course. The policy on Distance Education at Sul Ross State University is as follows:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

I place heavy emphasis on Individual class participation. There will be sixteen graded collaborative meetings and they have a total value of 100 points. The interactive component of this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. I will ask many open-ended questions to elicit responses. Students will be required to participate in every classroom session.

Collaborate Ultra is a web-based system used for real-time connection. You can access the Collaborate Ultra feature by:

1. Log into Blackboard.
2. Select Course number and name.
3. View your Menu on the Left-hand side of the main course page.
4. Select "Zoom Meeting" or "Collaborate Meeting" under the "Assignment" Sub Menu.
5. Turn on the video by depressing the Camera icon and do the same for the microphone when speaking ONLY.

Frequent "Lost connection" is NOT acceptable, and the student will be required to go to the computer lab located at the closest SRSU-RGC university site for the remainder of the semester after two class periods of lost connectivity difficulties. Such disconnection issues interrupt the class dynamics and will not be accepted. Each student is encouraged to take his or her computer hardware to the IT department to assess compatibility before classes begin to ensure standards for connectivity are acceptable. Students are also encouraged to provide the IT representative with the type of home internet service provider and specifications to determine if acceptable for collaborating ultra-connectivity. It is also recommended that your home network usage be limited to your use to prevent slowing the home network connectivity. For example, make sure others including yourself, disconnect wifi from cell phones and other programs that slow home network connection.

IT Technologist for each campus are (PLEASE CALL BLACKBOARD REPRESENTATIVES ABOVE for Blackboard issues):

Eagle Pass - Juan Garza (830) 758-5010
Uvalde – George Hernandez (830) 279-3045

In consideration of the current advanced mobile technology, it is imperative that students make necessary arrangements to access collaborate at the designated time. Students are not allowed to drive a vehicle or engage in an activity where safety is compromised and exposes the student to a dangerous situation.

Students with Disabilities: It is the policy of the University of Sul Ross State University-Rio Grande College to create inclusive learning environments. If there are aspects of the instruction or design of any course that results in barriers to your inclusion or to an accurate assessment of achievement-such as time-limited exams, inaccessible web content, or the use of non-captioned videos, etc. - Please notify the instructor as soon as possible.

For information about SRSU-RGC disability support services, please contact Student Service Specialist:

Mrs. Kathy Biddick
(830) 279-3003
Email: kbiddick@sulross.edu

Diversity:

Discussion and activities will include issues of diversity as they relate to specific learning objectives. All students will be encouraged to introduce topics they deem applicable to the content and process of the course, particularly those that enhance students' awareness of diversity and multicultural understanding.

Scholastic Misconduct:

As with all University courses, instructors expect students to be engaged in learning the course content. Scholastic dishonesty seriously compromises this learning and is not tolerated. The penalty for scholastic dishonesty in this class depends on the circumstances. Penalties could range from consultation with the instructor and receiving a zero (0) on the assignment in question, to failing the course and facing the University charges of scholastic misconduct.

Etiquette Expectations:

Graduate students are expected to take responsibility for his or her own academic work. Each individual will make sure to understand the content and process of all syllabi. The professor may offer assistance and your advisor may offer you direction; however, the student must demonstrate initiative and maturity to pursue understanding actively.

Students are to communicate questions or statements as directed by the professor. Etiquette considerations will include speech tone, language, and expression that is respectful and clear so as to minimize ambiguity; moreover, presentation of questions or statements will not consist of any defamatory, sarcastic, degrading, or disrespectful tones, whether in person, telephonically, teleconferenced, enhanced video streaming, email or any other modes of communication.

Culture often influences an individual's mode for gaining understanding and disseminating meaning. Therefore, it is imperative that individuals consider primary language, speaking style, inappropriate terms, the distance between parties, eye contact, inappropriate body language (Example: finger-pointing, etc.), and disabilities that may hinder effective communication.

Attendance, Introduction and Participation:

Regular class attendance and participation are required aspects of this course.

- A major component of our first virtual class meeting will require that each student introduce himself or herself, regardless of when your first day of class commences. This will be a great time to get to know each other, since we will be spending significant time sharing each other's lens through which course content is viewed. Points of Introduction must include the following and not to exceed five minutes:
 - o Full name.
 - o Place of Birth.
 - o Place raised
 - o Describe family or culture that best describes you.
 - o Your interest in your undergraduate degree.
 - o Rationale for entering into the counseling program.
 - o What you hope to accomplish with a Counseling training.
 - o How you conclude this to be important.

- Attendance has a value of 100 points.

- Each student is required to interact verbally by responding to questions I pose regarding points of discussion or material content, other student's perspectives, and statements. Please do not type your responses, this feature in Collaborate is intended to be used for emergency or extraordinary technical circumstances and NOT a consistent form of in-class communication.

- Video reflections and are intended to evoke logical reasoning skills and these cognitive skills often advance at different stages; therefore, peer learning is encouraged by observing other students' reflective writing entries.

- If you must be absent, please notify the instructor in advance. This does not excuse your absence, but flexibility may be offered for extenuating circumstances.

- Please read the assigned material before class and be prepared to discuss it. You are expected to actively and verbally participate in classroom discussions and activities.

- Also, please consider this a friendly reminder to turn off all cell phones, noisemaking devices and background noise during class.

Late Work:

Assignments must be turned in before the beginning of the next scheduled class to receive credit. If you will not be in class to turn in an assignment, it is still your responsibility to see that work is turned in on time. Late work = 0 points.

Grading/Feedback:

Most grading is technologically driven, and grades are posted immediately. However, some quizzes require professor review and grading. In cases where grading is not instantaneous, I will complete all grading two days before the next class meeting time. This will provide ample time for students to review their outcomes and prepare any questions before or during class. Asking questions in class often evokes great discussion points. Feedback on any assignment will be provided no later than two days before the next class meeting. Students are welcome to contact me to schedule a time to meet virtually to address any questions. In the event I do not answer the phone, please leave a message, so that I may return your call; I respond to all my calls within 24-hours.

	Point Accumulation Scale	Grade
Enhanced Collaborative Class Attendance	16 = 100 15 = 90 14 = 80 13 = 70 12 = 60 11 = 50 10 = 40	A= 90 -122 B= 80 - 89 C= 70 - 79 D= 60 - 69
Discussion Board (16 X 6.25)	100 Point Potential	F= <60
Quizzes (13 X 100)/13	100 Point Potential	The final grade for each of the 5 sections will be added and then divided by 5 to calculate the final grade.
Final Exam	100 Point Potential	
Program Binder (20 x 5)	100 Point Potential.	

Enhanced Collaborate Streaming and Participation:

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical. It will enhance your reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The intercultural experiences of students add tremendously to everyone's learning in class. Our live online streaming interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. *The IT department has suggested that you use Google Chrome or FireFox as*

your web browser to alleviate technical difficulties. I have placed a quick link to *Adobe Flash Player* for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings.

Discussion Board Assignment:

The utilization of Blackboard and assignments posted will be an important component of this course. Assignments will be posted on Mondays and will be due on Wednesdays at midnight. Each Discussion Board will be worth 1.67 points for a total of 20 points.

Criteria	Superior (30 pnts.)	Sufficient (20 pnts.)	Minimal (10 pnts.)	Unacceptable (0 pnts.)
Depth of Reflection ___ of 10 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components ___ of 10 points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ___ of 5 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice ___ of 5 points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Quizzes:

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz on a weekly basis. The quizzes are intended to

ensure you can grasp the content of the assigned reading. There is a total of thirteen (13) quizzes, and each quiz has a 100-point potential. Each quiz will contain a different amount of questions that correspond with the chapter or Video Reflection content and will consist of true and false, multiple-choice, fill-in-the-blank, and short answer questions. If you do well in your quizzes, it is very probable you will do well in the final exam. You will be given the opportunity to use your quizzes to study for the final exam.

Students will be required to complete the quiz immediately after completing the video reflection, which is completed immediately after the class session. This will provide me the opportunity to provide grading and feedback for potential class discussion-.

Program Binder:

Each student will develop his or her own original school guidance and counseling program or a community agency program appropriate to a selected school or community population. This program will be comprehensive and will take most of the semester to develop and write. A guideline describing the format for the program will be posted to Blackboard. The rubric used to grade your Program will be posted to “course documents.” ALL PROGRAMS MUST FOLLOW THE PROGRAM FORMAT AND RUBRIC AND INCLUDE ALL SPECIFIED SECTIONS. Each student will be expected to provide me a digital file of the binder in a word document or PDF file format. Each student will maintain a hard copy of your program. Example of your file: “Garcia S LPC Binder” or “Garcia S School Counselor Binder.”

Submit a professionally written program utilizing quality work and written in a professional language, following the guidelines of this rubric. Think of this program as either: The Official Counseling Program to be used in your school, and found in the Principal’s office OR The Private Program you will provide your agency Board of Directors and possibly submit as part of a grant application.

Rubric:

DIRECTIONS:

Submit a professionally written program utilizing quality work and written in a professional language, following the guidelines of this rubric. Think of this program as either: The Official Counseling Program to be used in your school and found in the principal’s office OR The Private Program you will provide your agency Board of Directors and possibly submit as part of a grant application.

<p>1. TITLE PAGE. A complete TITLE PAGE exists with the name of the School or Agency. The page should be visually inviting and should include your name as the counselor/director.</p>	<p>0 - 5</p>
<p>2. TABLE OF CONTENTS. A complete TABLE OF CONTENTS listing ALL relevant headings noted in the order given in the Format. Needs to be spaced and indented in such a way that it is immediately able to be read.</p>	<p>0 - 5</p>
<p>3. MISSION STATEMENT. The MISSION STATEMENT for the counseling program is clear and concise, conveying a definitive task message for the program.</p>	<p>0 - 5</p>

<p>4. PROFESSIONAL PHILOSOPHY OF COUNSELING. The student’s PROFESSIONAL PHILOSOPHY OF COUNSELING of either school counseling or agency counseling is clearly and logically articulated, demonstrating the student’s comprehensive knowledge and professional beliefs with respect to school or community counseling. This should be at least 1 ½ double-spaced pages in length.</p>	<p>0 - 5</p>
<p>5. DEMOGRAPHICS.</p> <p><u>For School Programs</u> – a statistical description of the school in which this program is located is comprehensively reported in the NARRATIVE FORM. One section should be labeled STAAR Testing and should comprehensively report detailed testing results for the past year and summarize the results for the past five years for each of the grades testing in your school, which will demonstrate the patterns, etc., as students have progressed through the grades. This should include: pass rates, ethnicity, special populations</p> <p>The purpose of this section is to provide an in-depth statistical description of the school characteristics and factors, both beneficial and problematic, which affect the students, the district, and the school. Included should be pertinent factors such as a breakdown of gender and ethnicity of students and faculty, SES, free lunch, average teacher and administrative salaries, school programs such as Special Education, Migrant, GT, etc., and organizations such as Honor Society, etc....</p> <p>Note resources in all areas. No credit will be given for this section if it only contains print-out stats.</p> <p><u>For Agency Programs</u> - A detailed comprehensive statistical description of the community AND your agency is reported in NARRATIVE FORM, with a separate heading each for the community and for the agency. The purpose of this section is to provide an in-depth statistical description of the community characteristics and factors, both beneficial and problematic, which affect agency clientele. Included should be pertinent factors such as population numbers, education level, housing, health, crime and safety, employment, etc., with a breakdown of ethnicity, SES, education, age, the rates for unemployment, burglary, assault, divorce, resources for youth, health care resources, teen pregnancy, major employers, employment skills needed, etc</p>	<p>0 - 5</p>
<p>6. NEEDS ASSESSMENT. The NEEDS ASSESSMENT section begins with a comprehensive definition of the needs assessment process. A description of the group who will be conducting the needs assessment plus sample instruments such as written questionnaires and examples of questions to be presented to focus groups need to be included.</p> <p>Next should be a comprehensive description of the School Advisory Committee or Agency Board of Directors. Use a heading to introduce this section. Include a description of the purpose for this entity, the composition of the members, and the various areas of service they will provide.</p> <p>Under a heading for this section, then <i>comprehensively describe step by step</i> the entire needs assessment process, including the personnel involved, the various methods of data</p>	<p>0 - 5</p>

<p>collection and the instruments and procedures to be used. Representative instruments and protocols for verbally-administered questions are included at the conclusion of this section.</p> <p>No credit will be given for this section if it contains only a set of needs assessment form samples.</p>	
<p>7. PROGRAM OBJECTIVES. Based on information gleaned from the Needs ASSESSMENT, what are the objectives for the program? List and explain no fewer than 5. Begin this section with a tabbed divider entitled “THE FOUR COMPONENTS” with a <i>brief</i> explanation of each (one sentence). Then use a tabbed divider for each of the four components. Use the example provided in the Format in the syllabus.</p>	0 - 5
<p>8. GUIDANCE CURRICULUM. The GUIDANCE CURRICULUM component begins with a clear, accurate, and comprehensive description articulated from the TEA materials from class. Following the description, one paragraph should include a description of implications for parents of the students. The explanation of the component is followed by a list of the <i>guidance units</i> to be presented in <i>each grade</i>. Following this list, the <i>activities</i> for each unit are presented in terms of (a) <i>a specific outcome goal</i> followed by (b) <i>measurable and observable objectives</i> (which are simply the steps that lead to the attainment of the goal), (c) a precise description of the delivery plan (who, what, when, how, where), and finally, (d) the methods to be used for evaluating the effectiveness of the activity, including an example of all questionnaires and protocols of verbal questions to be used.</p>	0 - 5
<p>9. RESPONSIVE SERVICES. The RESPONSIVE SERVICES component begins with a clear, accurate, and comprehensive explanation of this component and the service areas it covers, developed from the TEA materials used in class. Following the explanation is a paragraph describing implications for the parent involvement. Next is a list of many of the counselor services as can be anticipated at this point, with a description of what each service covers and how each will be provided and evaluated.</p>	0 - 5
<p>10. INDIVIDUAL PLANNING. The INDIVIDUAL PLANNING component begins with a clear, accurate, and <i>comprehensive</i> explanation of precisely what this component is all about, including its CORE PURPOSE (student responsibility-for-self and self-determination) and how each of the three areas is incorporated in attaining this goal through the use of individual student plan booklets, which move with the students from grade to grade. Each area is fully explained and differentiated one from another. FOLLOWING THIS, <i>EACH</i> of the three areas has a <i>tabbed divider</i>. Each area begins with a definition and explanation of its particular purpose. This is followed by a description of the activity units designed for the area GRADE BY GRADE, which are progressive through the years in school. Each of the units is fully described as to purpose and procedures, with a STATED GOAL. The activities for each grade are fully described grade by grade, including the plan for conducting this activity in each grade throughout the academic year, <i>parental involvement where applicable</i>, AND <i>evaluating its effectiveness</i>. EACH ACTIVITY MUST BE APPROPRIATE TO THE CULTURAL</p>	0 - 5

<p>AND DEVELOPMENTAL LEVEL OF THE POPULATION BEING SERVED AS WELL AS TO THE OVERALL GOAL.</p>	
<p>11. SYSTEM SUPPORT. The SYSTEM SUPPORT component begins with a clear, accurate, and comprehensive definition, including a description of each of the populations this component is designed to support, plus examples of services appropriate to each population. This explanation is followed by a breakdown of each target population and a list of activities the counselor is scheduled to provide to each one at this point. Each activity includes a description in terms of what will be conducted, who will be involved, when and where it will be offered, AND how it will be evaluated. Appropriate parent and Advisory Committee involvement is assumed and should be fully described. Each population MUST have appropriate planned services.</p>	<p>0 - 5</p>
<p>12. CRISIS PLAN. The CRISIS PLAN is a <i>sequential, narrated plan</i> describing the COUNSELOR'S ROLE AND ACTIVITIES in carrying out BOTH (a) the development of the crisis team and plan and (b) providing <i>the essential services</i> in his or her organization in the event of a crisis; this is a detailed description of <i>the counseling aspect</i> of the crisis plan AND IS INCLUDED AT THE END OF THE WRITTEN PROGRAM. No credit will be given for this section if it simply contains the district or general school crisis plan.</p>	<p>0 - 5</p>
<p>13. The section on EVALUATION begins with a clear, accurate, and comprehensive DEFINITION and DESCRIPTION of the PURPOSE and PROCESS of evaluation, addressing all three methods of evaluation as they apply to counseling programs. This explanation is followed by a section describing the evaluation procedures, both (a) outcome and (b) process evaluation, utilized with the services in both agency programs and the four components of the organization programs. Appropriate representative forms for these kinds of evaluation should be included following this section. A third section, then, addresses actual COUNSELING EFFECTIVENESS. This section should detail how the counselor(s) is (are) evaluated in terms of (a) process, (b) outcome, and (c) efficiency evaluation, with appropriate forms included with this section.</p>	<p>0 - 5</p>
<p>14. Detailed, concise, yet comprehensive JOB DESCRIPTIONS are described in terms of (a) title, (b) specific non-negotiable professional requirement, and (c) preferred characteristics, along with other information found in the examples handed out in class. Included in the description should be salary, supervisor for the position, and approximate time allocations for each of the major job responsibilities, and a statement as to how the individual will be evaluated. Please include a school counselor's job description if a school counselor.</p>	<p>0 - 5</p>

<p>15. Schedules and timelines for the provision of the various COUNSELING-RELATED SERVICES are provided.</p> <p><u>School Programs</u>, (a) the academic year schedule shows all counseling activities scheduled at this point, including state testing, guidance curriculum activities, counseling-planned in-services, other system support duties such as parent night, job shadow program, college-application deadlines, an 8th-grade visit to high school, etc. Also, (b) a schedule representing a typical month OR week, AND (c) a schedule showing the activities for a typical day are included.</p> <p><u>Agency Programs</u>, (a) a FISCAL YEAR schedule is included indicating funding deadlines such as United Way applications, etc., as well as services, annual meetings, community-related events, etc., plus (b) a monthly or 6-week (for example) schedule showing the provision of the various services, etc., included in the program, and a typical daily schedule.</p>	0 - 5
<p>16. A detailed, comprehensive OPERATING BUDGET listing all anticipated expenditures including salaries, administrative, and program costs is presented and <i>totaled</i>.</p>	0 - 5
<p><u>Style and Mechanics</u></p>	
<p>17. All sections in the format are separated by dividers and tabbed as specified, Including the various school program components in the school programs, for ease of access.</p>	0 - 5
<p>18. The program is presented in a <i>visually interesting manner</i>, using HEADINGS where applicable to separate sections and make them easily accessible.</p>	0 - 5
<p>19. The project has been edited and contains no typos, spelling, syntax, or grammatical errors.</p>	0 - 5
<p>20. The program was written and submitted on or before the deadline.</p>	0 - 5

PROPOSED COURSE OUTLINE

DATE	TOPIC, ASSIGNMENT DUE AND READINGS
Jan 11	<p>Introduction: Professor and Students</p> <p>Class Process Discussion & Syllabus Review</p> <p>Collaborate Tuesday 6:00 p.m.</p>
Jan 18	<p>Reading Assignment: Ch 1 Personal and Professional Aspects of Counseling</p> <p>Quiz 1: Ch 1 Personal and Professional Aspects of Counseling</p> <p>Discussion Board 1: Binder Chapter 1</p> <p>Collaborate Tuesday 6:00 p.m.</p>
Jan 25	<p>Reading Assignment: Ch 2: Ethical and Legal Aspects of Counseling</p> <p>Quiz 2: Ethical and Legal Aspects of Counseling</p> <p>Discussion Board 2: Binder Chapter 2</p> <p>Collaborate Tuesday 6:00 p.m.</p>
Feb 01	<p>Reading Assignment: Ch 3: Counseling in a Multicultural Society Ch 4: Counseling with Diverse Populations</p> <p>Quiz 3: Ch 3: Counseling in a Multicultural Society, Ch 4: Counseling with Diverse Populations</p> <p>Discussion Board 3 & 4: Binder Chapter 3 & 4</p> <p>Collaborate Tuesday 6:00 p.m.</p>
Feb 08	<p>Reading Assignment: Ch 5: Building Counseling Relationships</p> <p>Quiz 4: Ch 5: Building Counseling Relationships</p> <p>Discussion Board 5: Binder Chapter 5</p> <p>Collaborate Tuesday 6:00 p.m.</p>

Feb 15	<p>Reading Assignment: Ch 6: Working in and Closing a Counseling Relationship</p> <p>Quiz 5: Ch 6: Working in and Closing a Counseling Relationship</p> <p>Discussion Board 6: Binder Chapter 6</p> <p>Collaborate Tuesday 6:00 p.m.</p>
Feb 22	<p>Reading Assignment: Ch 7: Psychoanalytic, Adlerian, and Humanistic Theories of Course, Ch 8: Behavioral, Cognitive, Systematic, Brief and Crisis Theories of Counseling</p> <p>Quiz 6: Ch 7: Psychoanalytic, Adlerian, and Humanistic Theories of Course, Ch 8: Behavioral, Cognitive, Systematic, Brief and Crisis Theories of Counseling</p> <p>Discussion Board 7 & 8: Binder Chapters 7 & 8</p> <p>Collaborate Tuesday 6:00 p.m.</p>
Mar 01	<p>Reading Assignment: Ch 9: Groups in Counseling</p> <p>Quiz 7: Ch 9: Groups in Counseling</p> <p>Discussion Board 9: Binder Chapter 9</p> <p>Collaborate Tuesday 6:00 p.m.</p>
Mar 07-11	Spring Break
Mar 15	<p>Reading Assignment: Ch 10 Consultation</p> <p>Quiz 8: Ch 10 Consultation</p> <p>Discussion Board 8: Binder Chapter 10</p> <p>Collaborate Tuesday 6:00 p.m.</p>
Mar 22	<p>Reading Assignment: Ch 11 Evaluation and Research</p> <p>Quiz 9: Ch 11 Evalutaion and Research</p> <p>Discussion Board 8: Binder Chapter 11</p> <p>Collaborate Discussion: 6:00 p.m.</p>

Mar 29	<p>Reading Assignment: Ch 12 Testing, Assessment, and Diagnosis in Counseling</p> <p>Quiz 10: Ch 12 Testing, Assessment, and Diagnosis in Counseling</p> <p>Discussion Board 9: Binder Chapter 12</p> <p>Collaborate Tuesday 6:00 p.m.</p>
Apr 05	<p>Reading Assignment: Ch 14 Couple & Family Counseling</p> <p>Quiz 11: Ch 14 Couple & Family Counseling</p> <p>Discussion Board 10: Binder Chapter 13</p> <p>Collaborate Tuesday 6:00 p.m.</p>
Apr 12	<p>Reading Assignment: Ch 15 Professional School Counseling</p> <p>Quiz 12: Ch 15 Professional School Counseling</p> <p>Discussion Board 11: Binder Chapter 14</p> <p>Collaborate Tuesday 6:00 p.m.</p>
Apr 19	<p>Reading Assignment: Ch 18: Clinical Mental Health & Private Practice Counseling</p> <p>Quiz 13: Ch 18: Clinical Mental Health & Private Practice Counseling</p> <p>Discussion Board 12: Binder Chapter 15</p> <p>Collaborate Tuesday 6:00 p.m.</p> <p>Reading Assignment: Ch 16 College Counseling & Student & Student Life Services</p>
Apr 26	<p>Review: Ch 16 College Counseling & Student & Student Life Services</p> <p>Discussion Board 13: Binder Chapter 16</p> <p>Binder & Final Exam Review</p> <p>Collaborate Tuesday 6:00 p.m.</p>
May 03	<p>Final Exam Due Program Binder Due</p>