Syllabus
EDUA 7302: MANAGEMENT OF COUNSELING PROGRAMS
School Counselors
Sul Ross State University
Fall 2023

Instructor: Ronda Hayes, PhD ABD, CSC, LPC-Supervisor
E-Mail: rhayes@sulross.edu
Office Number: (432) 837-8170
Emergency Phone: (325) 650-0419
Office Location: MAB-309G
Office Hours: Monday 9-11 CST; Wednesday 2:30-4:30 CST; Thursday 9-11 CST; and Friday 2:30-4:30 CST
Virtual appointments via Microsoft TEAMS can be made by clicking on the link in the signature line of emails sent to you from Prof Hayes.

Note: You must have successfully completed EDUA 5307 Graduate Research AND EDUA 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:

http://sulross.textbookx.com/institutional/index.php?action=browse#books/3396620/

The Texas Model for Comprehensive School Counseling Programs (5th ed.). You can download from the following site.
https://tea.texas.gov/sites/default/files/Pub_2018_Texas-Model_5th-Edition.pdf
You will need to print it and place it in a notebook. It has 140 pages.

American Psychological Association (2020).*Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Texas Educator Certification Testing 252-available at
http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX252_TestPage.html
and
http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX252_PrepMaterials.html

TExES Competencies covered in this course:

   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.

   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.

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.

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.

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.

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

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.

Competency 008-(Collaboration with Families): 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 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.

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

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.

19 TAC §228.30 includes:

The skills that educators are required to possess   19 TAC §228.30(c) (4)
The responsibilities that educators are required to accept 19 TAC §228.30(c) (4)
The high expectations for students in this state   19 TAC §228.30(c) (4)
The importance of building strong classroom management skills   19 TAC §228.30(c) (5)
Appropriate relationships, boundaries, and communications between educators and students 19 TAC §228.30(c) (7)

Course Objectives:

The student will be able to:

1. Write a comprehensive, developmental, guidance and counseling program for a public school.
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.
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.
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 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.
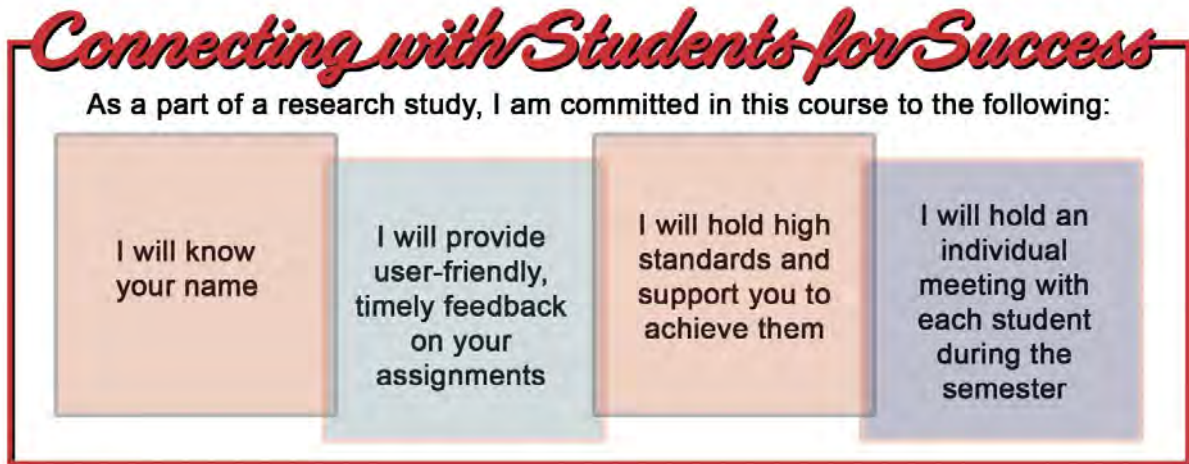
Student Learning Outcome:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

Counselor Education Marketable Skills

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

Connecting with Students for Success

As a part of a research study, I am committed in this course to the following:

| I will know your name | I will provide user-friendly, timely feedback on your assignments | I will hold high standards and support you to achieve them | I will hold an individual meeting with each student during the semester |

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.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 20% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four

words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

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. Number all pages; 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.

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, Mary Scwartze Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; 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

GRADING:

Note: Grades are earned based on the quality of the work completed. **Assignments submitted after due dates will receive no credit.** 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 career program is superior. A grade of C or below will not be accepted and the student must retake the course.

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

55%- **Individual Project (Comprehensive Counseling Program)**
20%- **Discussion Board**
25%- **Four Components**

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

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.

Due Dates for Assignments for EDUA 7302 School Counseling—Fall 2023
Assignments may be adjusted as needed by the professor.

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. 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 or an assignment as technology has a way of causing the most trouble when you need it the most.

August 28 – Class begins

Introduce yourself and sign the online participation policy – Due September 1

Module One – Due September 6

- Post your **Program Information Due** in Blackboard Discussion. Include the name of the school and the grades taught there.
- Read the syllabus and download all documents.

- **I. Table of Contents Due**

Module Two – Due September 12

- Read Introduction from the Texas Model for Comprehensive School Counseling Program– **Summary and Reflection Due**
- **II. Mission Statement Due**

Module Three – Due September 19

- **III. Personal Philosophy of Counseling Due** Use safeassign to check for plagiarism, accepted percentage is 20%
- Read **Sections I and II from the Texas Model– Summaries and Reflections Due**

Module Four – Due September 26

- **IV. Demographics Due** Use safeassign to check for plagiarism, accepted percentage is 15%
- **Section III and Section IV from the Texas Model– Summaries and Reflections Due**

Module Five – Due October 5

- **V. Needs Assessment Due** Use safeassign to check for plagiarism, accepted percentage is 20%
- **Section V from the Texas Model – Summaries and Reflections Due**

Module 6 – Due October 10

- **VI. The Guidance Activities of your Four Components Due** Use safeassign to check for plagiarism, accepted percentage is 20%

Module 7 – Due October 16

- **VI. The Responsive Services of your Four Components Due** Use safeassign to check for plagiarism, accepted percentage is 20%

Module 8 – Due October 24

- **VI. The Individual Planning of your Four Components Due** Use safeassign to check for plagiarism, accepted percentage is 20%

 Module 9 – Due November 1

- **VI. The System Support of your Four Components Due** Use safeassign to check for plagiarism, accepted percentage is 20%

 Module 10 – Due November 7

- **VII. Crisis Plan Due** Use safeassign to check for plagiarism, accepted percentage is 20%

Module 11 – Due November 14

- **Job Descriptions Due** Use safeassign to check for plagiarism, accepted percentage is 20%

March 31 – last day to drop with a grade of 'W'

Module 12 – November 20

- **VIII. Budget Due**
- **ASCA Code of Ethical Standards Assignment Due** on the Discussion Board

November 17 – Last Day to withdraw with a grade of 'W'. Drop by 4 pm

Last Day to apply for Fall 2023 Graduation

Module 13 – November 26

- **IX. Evaluations Due** Use safeassign to check for plagiarism, accepted percentage is 20%

Module 14 – December 3

- **X. Schedules Due**
- **Texas Education Code Assignment Due** – due on the Discussion Board

Module 15 – Due December 9

- **XI. Referrals/Resources List Due**
- **XII. Appendices Due** (listing of items in your appendix)

Module 16 – Due December 12

- **Title Page Due**
- **Final Table of Contents with page numbers Due**

December 15 – Graduation.

Rubric to Rate Discussion Posts and Papers

Student Name: _____   Date: _____

Topic:_____

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or	The paper somewhat incorporated knowledge from the literature in	The paper incorporated knowledge from the literature in relevant and	The paper effectively incorporated knowledge from the literature in	The paper very effectively incorporated knowledge from the literature in	

	class in relevant and meaningful ways	relevant and meaningful ways	meaningful ways	relevant and meaningful ways	relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
Sub-skill	**Beginning 1**	**Basic 2**	**Proficient 3**	**Advanced 4**	**Exceptional 5**	**Score**
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and	The paper included content from peer reviewed journal articles and scholarly books/book chapters and	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and	

	chapters and instead cited web site material of questionable veracity	instead included material from web sites of questionable credibility	only included material from credible web sites	only included material from credible web sites	only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						