Syllabus

EDUA 7323: EMOTIONAL INTELLIGENCE AND BEYOND

School Counselors

Sul Ross State University

Summer 2026

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Off Campus: 9am to 11am - Monday through Wednesday - virtual by appointment

CATALOG COURSE DESCRIPTION:

The initial course in the sequence of counseling practice courses which applies knowledge of Emotional Intelligence and theories that support EQ as it applies to the individual counselor, the client and relationships.

REQUIRED TEXTS:

Low, Gary & Hammett, Richard. *Transformative Emotional Intelligence: For a Positive Career and Life*, Emotional Learning Systems, Inc., 2021. – Only Available at SRSU bookstore

Various other materials available for print on blackboard plus resource links *Humphries Consultants - Assessments

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

TExES COMPETENCIES

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the

Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

Competency 001 (Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.

Competency 002 – Developing a Safe and Supportive School Environment for All Students' Competence): Understand the role of school counseling to develop school environments that promote a safe and supportive school environments, prioritizing respect and safety for all students.

DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Competency 003 (Guidance): Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.

Competency 004 (Responsive Services): Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

Competency 005 (Individual Planning): Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

Competency 006 (Systems Support): Understand procedures, processes, and strategies for providing systems support.

Competency 007 (Program Management): Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

Competency 008 (Communication, Consultation, and Collaboration): Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

Competency 009 (Professional Practice): Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 010 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

Domain Competency	Description	Assignment	Assessment	SLO
II.003.B.	Demonstrate knowledge of procedures for engaging in ongoing review of students' knowledge, skills, and abilities; strategies for providing appropriate and relevant feedback; and methods for evaluating student progress.	Readings chapter 1-7, Discussion Boards, Assessments and TAP paper	TAP Paper, Comprehensive Exam	1,2
II.003.F.	Apply knowledge of the components of and techniques for promoting social skills and emotional wellness across grade levels.	Assessment Debriefings	TAP Paper, Comprehensive Exam	1,2,3
II.004.B.	Apply knowledge of how to design and implement preventive services for fostering resiliency and facilitating students' development of strategies for coping with stress, anxiety, and challenging situations (e.g., peer pressure, social media, life events).	Readings chapter 1-7, Discussion Boards, Assessments and TAP paper	TAP Paper, Comprehensive Exam	1,2,3
II.004.H.	Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.	Readings chapter 1-7, Webb's Equation of Emotion, Other assigned Readings Discussion Boards, Assessments and TAP paper	TAP Paper, Comprehensive Exam	1
II.004.J.	Apply knowledge of techniques for helping students develop decision-making skills, recognize the relationship between decisions and outcomes, and	Readings chapter 1-7, Webb's Equation of Emotion, Other	TAP Paper, Comprehensive Exam	1,2,3

Domain Competency	Description	Assignment	Assessment	SLO
	understand the potential consequences of choices	assigned Readings Discussion Boards, Assessments and TAP paper		

COURSE OBJECTIVES:

The student will be able to:

1. Develop basic process and communication skills both interpersonal and Intrapersonal and possess ability demonstrate such with various scenarios discussed in class.
2. Demonstrate his/her knowledge of the emotional intelligence skill sets as they apply to understanding self and others.
3. Demonstrate in role play, class presentation, and written assignments, his/her knowledge of EQ appropriate skills and processes applicable with clients for academic, personal, interpersonal and intrapersonal needs.
4. Recognize the need for understanding the importance of EQ vs. IQ as well as understanding the theories of counseling that support EQ.
5. Demonstrate knowledge of a variety of skills needed to effectively guide clients in such areas as awareness, insight and goal development.
6. Develop an understanding of the professional, ethical, and legal issues that impact the selection and utilization of various counseling techniques.
7. Demonstrate an understanding of counseling performance skills, including process skills, personalization skills, conceptualization skills, and professional behavior.
8. Discover yourself…

STUDENT LEARNING OUTCOMES:

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.

SMARTTHINKING:

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. Smarthinking is a proven, excellent writing tutorial program and user friendly. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab.

This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection. The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

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.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. Safe Assignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of Safe Assignment'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.

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 that students with disabilities have the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator 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. https://www.sulross.edu/counseling-and-accessibility-services/

ATTENDANCE POLICY:

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session. Note that contacting the professor does not automatically “excuse” the absence. In addition, SRSU policy states that “An absence is defined as nonattendance in fifty minutes of class” and that "instructors will drop a student from a course when the student has a total of nine absences." Missing an entire weekend format class will cause you to be dropped from the course.

PARTICIPATION POLICY:

Since ED 7323 is a hybrid 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 7323, 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.

COURSE REQUIREMENTS:

Assigned Reading

A schedule of assigned reading is attached to this syllabus. Complete reading assignments and study the material during the weeks for which they are assigned. Do not allow yourself to fall behind.

Short Quizzes and Exam

There will be 2 quizzes covering individual chapters and lecture information as well as resource material.

Group Work

Group work through discussion board forums will be used to evaluate the understanding of the assigned readings as well as the final day of presentation feedback.

Class Participation

Appropriate participation in discussion boards and responding to classmates discussion boards will be an integral part of the learning process; respectful and professional conduct in the classroom is expected.

Project and Written Assignments

Complete, discuss, and respond to readings and assignments on emotional intelligence, emotional human behavior, and emotional learning for career and life success through discussion boards and classroom interactions.

Complete assigned Assessments given to you to include the Emotional Intelligence assessment, the Quality of motivation questionnaire, the Hartmann Assessment, Values and Behavior assessments.

Plan, organize, and participate in individual presentations on selected topics Complete, score, profile, and interpret your results from the Emotional Skills Assessment Process (ESAP).

Construct an action plan to improve your areas of concern.

Apply theories to assigned videos through discussion boards.

TAP Paper/ Presentation

All Students will be required to write a Theoretical Application Paper Specifics, expectations and example of paper found on blackboard

All Students will narrate their own TAP with a PowerPoint presentation summarizing their plans for improvement to be sent to the Professor for review. Refer to the calendar for dates and times. Do not wait till the last moment to complete the assignments. Please use a format on the narrated PowerPoint that I will be able to access.

Confidentiality is to be observed and respected throughout this course.

Note: Grades are earned based on the quality of the work completed. Late assignments are not accepted.

All written assignments must follow the writing style found in the Seventh Edition of the American Psychological Association Publication Manual (APA Manual).

EVALUATION/GRADING POLICY:

Your grade for this course will be determined by evidence of the quality of your learning as demonstrated by your performance in the following areas:

TAP Paper	30%
Presentation	20%
Participation/Discussion	20%
Chapter Quizzes	30%

NOTE: NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Course Grade:	A	B	C	F
	91% - 100%	81% - 90%	71% - 80%	Below 71%

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

Students who make a C, will have to retake the class

SCHEDULE/DUE DATES:

Calendar of Assigned Reading, Due Dates

*Low, Gary and Hammett, Richard. Transformational Emotional Intelligence: For a Positive Career and Life, 2021.
*Various other materials available on blackboard plus resource links
Classes begin May 27th. Please note that all class work is through an online format, telephone conferencing. Online weekly reading assignments and discussion board questions and online quizzes are listed below. NOTE: ALL Discussion Boards are due at Midnight on the end dates noted. Do not wait until the last moment to post your answers and responses. KEEP UP and STAY ON TASK.

May 27th to June 3rd	**Assessments due by midnight on January 20th (*LifeThrive consulting assessments)*** **Read Summary on Goleman's Emotional Intelligence Model and Low and Nelson's Model. Summaries found on Resource Tab** **Complete the Evaluation of EQ summaries** **Quiz #1 found in Quiz tab** **View and Take Notes on Video Lecture #1** **Chapter 1 Reading & Discussion Board #1**	***Quiz will cover EQ Evaluation Summaries Due by midnight CST June 4th***
June 3rd to June 14th	***Mandatory debriefing via teleconference - Prof. Short to schedule with you. We will be discussing your assessment results. The debriefing will take approximately 1.5 hours***	**It is extremely important to complete the assessments and debriefing prior to June 14th. And that are no distractions during debriefing**
June 3rd to June 10th	**Chapter 2 Reading & Discussion Board #2**	**Due at midnight – June 11th**
June 10th to June 17th	**Chapter 3 Reading & Discussion board#3**	**Due at midnight – June 18th**
June 17th to June 24th	**Chapter 4 Reading & Discussion board #4** **View and Take notes on Video Lecture #2**	
June 25th	***Quiz #2will open on the 25th and close at midnight on the 26th***	***Quiz will cover Chapter 1,2,3 - Due by midnight CST***
June 24th to July 1st	**Chapter 5 Reading & Discussion Board #5**	**Due at midnight July 2nd**
July 1st to July 8th	**Chapter 6 and Discussion Board #6 -** **View and take notes Video Lecture # 3**	**Due at midnight July 9th**
July 9th	***Quiz #3***	***Quiz will cover Chapters 4,5,6 of textbook and Video Lecture #3 - Due by Midnight CST***
July 8th to July 15th	**Chapter 7 reading & Discussion board #7** **Chapter 8 Reading & Discussion board #8**	**Due at midnight**
July 15 to July 22nd	**Chapter 9 Reading & Discussion board #9**	**Due at midnight**
July 22nd to July 29th	**Chapter 10 Reading & Discussion Board #10**	**Due at midnight**
July 30	***Quiz #4***	***Covering Chapters 7,8,9,10 Due by Midnight CST***
July 29th to Aug 5th	**Discussion board #11 on Resource Readings on *Eckart Tolle, Wayne Dyer, Deepak***	**Due at midnight**

	***Chopra, David Hawkins,* Miguel Ruiz & Ruiz Jr.** **Complete the SISRI-24 The Spiritual Intelligence Self-Report Inventory** **Complete the discussion board.**	
Aug 6th	**Complete Resource Evaluation Quiz #5 found in quiz tab**	
Aug 7th	**Final Paper and Narrated PowerPoint presentations are dues**	TAP – Theoretical Application Paper / Presentations due by Midnight CST

Please refer to the Rubric below to understand how your written assignments will be graded. The presentation is an integral part of the overall grade and an opportunity to clarify your plans for improvement. Please note that I do consider your presentation and your understanding of how to apply theory when grading your TAP paper.

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

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 class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in 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	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
				seamless flow	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	
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 chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and 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	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
					based on APA style	
Total Score						
Mean Score						

Comments:_____

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Student Name:_____ A# _____

Assignment:_____ Date:_____