

Program Design and Evaluation**EDPC 5332****University of Texas at El Paso:****Fall 2019****School Counseling Program**

Class location: *Hybrid* – Blackboard and Face-to-Face, Room ED 312
Meeting Time: *Face-to-Face:* Wednesdays 5:00-7:50pm
Office: College of Education, Rm 702
Phone: 915-747-8687
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Office hours: *Online* Office Hour Wednesdays 3pm – 4pm (via email and/or Blackboard) or *by appointment*.
Course prerequisites: EDPC 5321

Course Overview:

This is a mandatory course for the UTEP School counseling program. A goal of the course is to provide school counselors-in-training a foundational understanding of school counseling programs. The primary focus of the course is ensuring that aspiring school counselors acquire the skills in using data via a school counseling delivery model to design and evaluate comprehensive school counseling programs. The class offers step-by-step methods in identifying and planning program goals, implementing accountability approaches, and leadership methods in advocating for school counseling programs.

Required Texts:

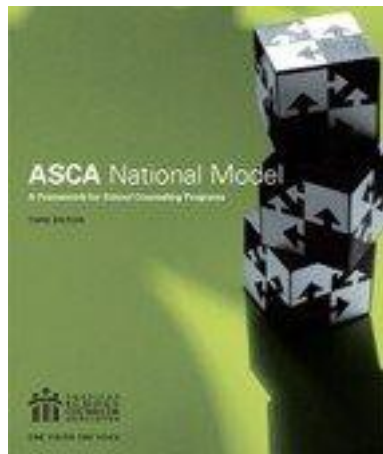
American School Counselor Association. (2012). *The ASCA national model:*

A framework for school counseling programs (3rd ed). Alexandria,

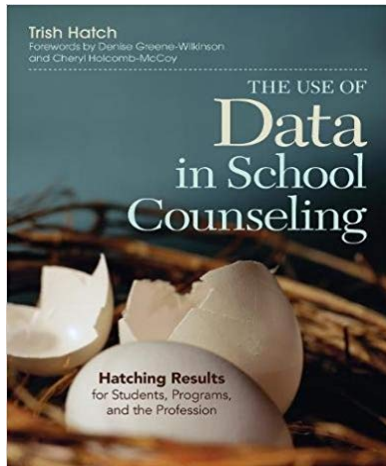
VA: Author.

ISBN-13: 978-1929289325

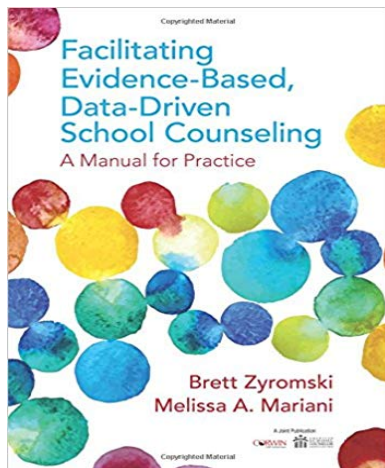
ISBN-10: 1929289324



Hatch, T. (2014). *The use of data in school counseling*. Thousand Oaks, CA: Corwin, A SAGE company.
ISBN-13: 978-1452290256
ISBN-10: 1452290253



Zyromski, B. and Mariani, M. A. (2016). *Facilitating Evidence-Based, Data-Driven School Counseling: A Manual for Practice*. Thousand Oaks, CA: Corwin, A SAGE company.
ISBN-13: 978-1506323114
ISBN-10: 1506323111



**** Additional reading assignments will be referred to in class, blackboard or e-mailed to students. *Also, it would benefit students to purchase a USB drive to save work completed inside and outside of the classroom.***

Supplemental Resources:

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- American School Counselor Association. (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.
- Dimmitt, C., Carey, J.C., and Hatch, T. (2007). *Evidence-Based School Counseling: making a difference with data-driven practices*. Thousand Oaks, CA: Corwin, A SAGE company.
- Erford, B. T. (2015). *Transforming the school counseling profession* (4th ed.). Upper Saddle River, New Jersey: Pearson.
- Texas Education Agency. (2018). *The Texas model for comprehensive school counseling Programs* (5th ed.). Austin, TX: Texas Counseling Association (TCA).
- Young, Anita & Kaffenburger, Carol. (2009). *Making data work* (2nd ed.). An ASCA National Model Publication. American School Counselor Association.

Related Professional Standards Course Objectives:

This course is designed to meet the 2016 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) professional standards listed below:

Section 5 -G. School Counseling Specialty Area (SCSA)

Practice

- 3-b. Design and evaluation of school counseling programs
- 3-c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
- 3-n. Use of accountability data to inform decision-making
- 3-o. Use of data to advocate for programs and students

Texas Education Agency (TEA) School Counselor Certificate Standards:

The TEA School Counselor standards are addressed throughout the school counseling education preparation program here at UTEP, and in doing so helps to prepare students for the State Board for Educator Certification exam. In this course many of the standard stems will be addressed but specific stems will be particularly highlighted:

Standard I

Stem 11: the integration of the guidance and academic curricula

Stem 12: the roles and responsibilities of the counselor in the

developmental guidance and counseling program that is responsive to all students

Standard II

Stem 1: develop process and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program

Stem 2: provide a proactive, developmental guidance program based on the needs of students

Stem 10: advocate for a developmental guidance and counseling program that is responsive to all students

Standard III

Stem 1: collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas

Student Learning Outcomes (SLO) and Competencies

1. Demonstrate the ability to articulate, identify, plan and use accountability data to inform school counseling program decision making as evidenced by responses to *Competency Performance Assessment (CPA)* 1 and 2 (Meets CACREP SCSA 3-n.)
2. Demonstrate the ability to articulate and design school curriculum programs as well as appropriate evaluation methods for school counseling programs as evidenced by responses to *Competency Performance Assessment (CPA)* 3 (Meets CACREP SCSA 3-b and 3-c; TEA SC Standard 1:12; Standards II 1, 2)
3. Demonstrate the ability to articulate and use data to advocate for school programs and students as evidenced by responses to *Competency Performance Assessment (CPA)* 4 (Meets CACREP SCSA 3-o; TEA SC Standard 1:10)
4. Demonstrate the ability to articulate one's foundational knowledge and understanding of school counseling programs as evidenced by responses to *Competency Performance Assessment (CPA)* 5 (Meets CACREP SCSA 1-a; TEA SC Standard 1: 11, Standard III:1)

Content (See Appendix 1 Tentative Schedule for detail)

This course is designed to introduce students to data-driven practices for school counseling programs. The following content is addressed:

- History and development of school counseling
- Data driven school counseling practices
- Utilizing accountability data
- Understanding outcome research
- Curriculum design and evaluation

- Advocacy efforts using data

Methods of Instruction

Content is offered through lectures, small and large group discussions, small group activities, readings, demonstrations, individual and group learning projects, and design and evaluation methods of school programs.

Evaluation

Demonstration of student learning outcomes or competencies, grades, and CACREP standards are determined by scores on the following assessments (*see Appendix 2 for scoring guides; rubrics are also posted on Blackboard*):

- **Competency Performance Assessment (CPA) 1** – *Demonstration and comprehension of informed decision-making school data.* CPA 1 requires students to complete the following task: complete decision-making activities assignments. CPA 1 is designed to assess the achievement of SLO 1 and CACREP SCSA 3-n. **180 points.**
- **Competency Performance Assessment (CPA) 2** – *Demonstration and comprehension of identifying and collecting accountability data.* CPA 2 requires students to complete the following task: develop a school-wide curriculum needs assessment. CPA 2 is designed to assess the achievement of SLO 1 and CACREP SCSA 3-n. **90 points.**
- **Competency Performance Assessment (CPA) 3** – *Demonstration of designing and evaluating school curriculum programs.* CPA 3 requires students to complete a curriculum action plan with rationale based on data and evaluation methods for assessing the action plan. CPA 3 is designed to assess the achievement of SLO 2, CACREP SCSA 3-b and 3-c, and TEA SC Standard 1:12; Standards II 1, 2. **150 points.**
- **Competency Performance Assessment (CPA) 4** – *Demonstration of using data to advocate for programs and students.* CPA 4 requires students to complete a presentation based off of school data. CPA 4 is designed to assess the achievement of SLO 3, CACREP SCSA 3-o, and TEA SC Standard 1:10. **215 points.**
- **Competency Performance Assessment (CPA) 5** – *Demonstration of foundational knowledge and Understanding.* CPA 5 is an exam designed to assess the achievement of SLOs 1- 4, CACREP SCSA 3-b, 3-c, 3-n, 3-o, and TEA SC Standard 1: 11, Standard III:1. **100 points.**

Grading Scale

The scale used to assess the demonstration of achievement of student learning outcomes is as follows (grades are based on percentage of possible points):

90-100% of Total Points =	A
85-89% of Total Points =	B
75-84% of Total Points =	C
65-74% of Total Points =	D
<65% of Total Points =	F

Overall Level of Achievement of Student Learning Outcomes & CACREP Standards

4 = Exceeds Expected Outcome =	90% - 100% of possible points
3 = Expected Outcome =	85% - 89% of possible points
2 = Less Than Expected Outcome =	84% - 75% of possible points
1 = Worst Possible Outcome =	Less than 75% of possible points

Syllabus Adjustments

The instructor reserves the right to alter as necessary information listed in the syllabus to improve student-learning needs and in response to unplanned circumstances. ***Class information and online announcements takes precedent over syllabus.***

Academic Honesty

Students are expected not to violate the UTEP Handbook of Operating Procedures especially in respect to academic dishonesty, plagiarism, cheating and collusion. Plagiarism involves failing to cite someone else's work, copying someone else's work (without appropriate citation) and copying self work with correctly citing. For more information regarding plagiarism, please review the latest APA publication manual. Cheating may include engaging in practices that benefit student's test or assessment results that are not appropriate or fair-minded. Collusion includes working with someone else to engage in academic dishonesty.

Examples of violating this policy includes but not limited too: 1. Copying from the test (i.e. paper or online – Blackboard) of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test; 2. Possession and/or use during a test of materials which aren't authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes"; 3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission; 4. Collaborating with or seeking aid from another student for an assignment without authority; 5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and 6. Falsifying research data, clinical reports, clinical transcripts, clinical counseling recordings/videos, and or other records or academic work offered for credit.

Accommodations

Please contact the Center for Accommodations and Support Services (CASS) if you are in need of reasonable academic or physical accommodations. Contact information may be found at www.sa.utep.edu/cass.

Students with Disabilities

1. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. **Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis.** Failure to report to this office will place a student on the inactive list and nullify benefits received from being on the active list of disabled students. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the professor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).
2. Please do not hesitate to contact the professor if you experience difficulty with this course at any time during the semester.

Class Behavior

Class behavior that interferes or impedes class instruction is not tolerated. Disruptive behavior may include inappropriate speech or gestures and intentional negative actions toward another person. Such behavior may result in removal from class and/or disciplinary actions per program decision.

Class Attendance

Class attendance (*in-person and online*) of every class is expected. Engaged involvement is necessary for adequate education at the graduate level. In the case of unusual circumstances such as a family crisis, students should contact the instructor and make appropriate arrangements prior to absence. The instructor may request evidence of documentation for excused absences. ***Failure to turn in two major assignments results in students being dropped from course.***

Class Reflection Assignments

Throughout this term, students will be asked to complete ***in-class and on-line*** class assignments. These class assignments are intended to assist students in deepening their understanding of the material. Although, individually, they are not weighed as much as the major assignments, they are important to successfully passing the course. The points for these assignments vary based on each assignment. Scores typically range from ***10-30 points*** each assignment.

Inclement Weather

Unless UTEP has made an announcement to close or delay classes, we are still having class. UTEP's decision is based off of several factors including "current and forecasted weather conditions, street conditions, and any decisions made by the major public school districts to cancel classes". However, many of you live a considerable distance from UTEP, in your case, you have to consider reasonable safety measures for your situation in terms of coming to class.