Program Design and Evaluation
EDPC 5332

University of Texas at El Paso:
Fall 2020
School Counseling Program

Class location: *Hybrid – Online Modules and Virtual Classes*
Meeting Time: *When Virtual*: Wednesdays 5:00-7:50pm
Office: College of Education, Rm 710 (*Blackboard Collaborate*)
Phone: 915-747-8687
E-mail: chbrown@utep.edu
Office hours: *Online Office Hours via Blackboard* Wednesdays 5:00-7:50pm
(via email and/or Blackboard) or *by appointment (preferred)*.
**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.
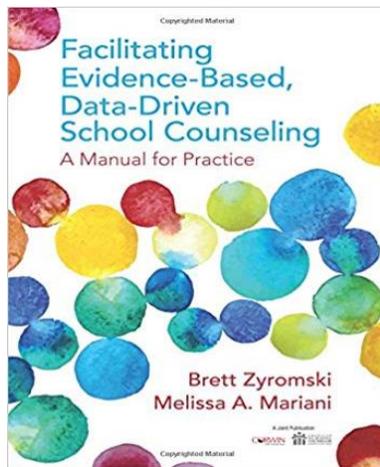
Required Texts:

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
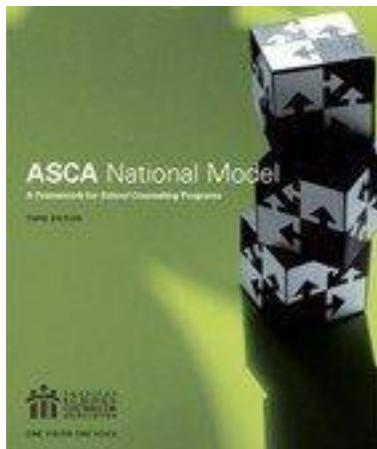
Hatch, T. (2014). *The use of data in school counseling*. Thousand Oaks, CA: Corwin,
      A SAGE company.
ISBN-13: 978-1452290256
ISBN-10: 1452290253
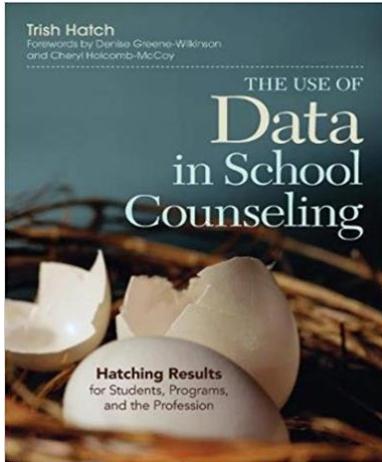
Zyromski, B. and Mariani, M. A. (2016). *Facilitating Evidence-Based, Data-Driven School
      Counseling: A Manual for Practice*. Thousand Oaks, CA: Corwin, A SAGE company.
ISBN-13: 978-1506323114
ISBN-10: 1506323111

** Additional reading assignments will be referred to in virtual class, blackboard or e-mailed
announcement to students. ***Also, it would benefit students to access to university one-drive
or dropbox.***

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. **Any act of academic dishonesty will be referred to the Office of Student Conduct and Conflict Resolution (OSSCR) for review and possible disciplinary action.**

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.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

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.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive

COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

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.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- o Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.

- o Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Class Attendance

Class attendance (***virtual 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 ***virtual 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 ***10-40 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.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Test Proctoring Software

Two course assessments (the midterm and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on the course calendar.
- You may take the test at any time during the 24-hour window.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- You have 2 attempts to take the test. Once the window closes, your answers will be saved, and no changes can be made. The higher score will be recorded.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)

- You should not have conversations with other people and/or leave and return to the area during the test.

Class Recordings

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Calendar forthcoming