

**Program Design and Evaluation****EDPC 5332****University of Texas at El Paso:****Spring 2016****School Counseling Program**

**Class location:** ED, room 301  
**Meeting Time:** Thursdays 5:00-7:50pm  
**Office:** College of Education, Rm 705  
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**Office hours:** Mondays & Thursdays 3:00-4:00PM and by appointment  
**Course prerequisites:** EDPC 5321

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**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 various delivery models 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.

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**Required Texts:**

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs* (3<sup>rd</sup> ed). Alexandria, VA: Author.

Erford, B. T. (2015). *Transforming the school counseling profession* (4<sup>th</sup> ed). Upper Saddle River, New Jersey: Pearson.

Young, Anita & Kaffenburger, Carol. (2009). *Making Data Work* (2<sup>nd</sup> ed.). An ASCA National Model Publication. American School Counselor Association.

**\*\*Additional reading assignments will be referred to in the syllabus, handed out in class or e-mailed to students.**

**Supplemental Resources:**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance program* (5<sup>th</sup> ed). Alexandria VA: American Counseling Association.

Hatch, T. (2014). *The use of data in school counseling*. Thousand Oaks, CA: Corwin, A SAGE company.

Texas Education Agency. (2004). *A model comprehensive, developmental guidance and counseling program for Texas public schools*. Austin, TX (Can be downloaded for free at [tea.texas.gov/counseling\\_guidebook.html](http://tea.texas.gov/counseling_guidebook.html))

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**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)***Foundations*

1-a. Models of school counseling programs

*Practice*

3-b. Design and evaluation of school counseling programs

3-c. Core curriculum design

3-n. Use of accountability data to inform decision-making

3-o. Use of data to advocate for programs and students

**Student Learning Outcomes (SLO) and Competencies**

1. Demonstrate the ability to articulate one's foundational knowledge and understanding of various categories and delivery models of school counseling programs as evidenced by responses to *Competency Performance Assessment* (CPA) 1 (Meets CACREP SCSA 1-a.)
2. 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) 2 (Meets CACREP SCSA 3-n.)
3. 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.)
4. 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.)

## **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
- Models of school counseling programs
- 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 rubric):

- **Competency Performance Assessment (CPA) 1** – *Demonstration of foundational knowledge and Understanding.* CPA 1 is an exam designed to assess the achievement of SLO 1 and CACREP SCSA 1-a.
- **Competency Performance Assessment (CPA) 2** – *Demonstration and comprehension of informed decision-making school data.* CPA 2 requires students to complete three tasks: read and complete informed decision making activities, complete reading comprehension quiz, and develop a school-wide curriculum needs assessment. CPA 2 is designed to assess the achievement of SLO 2 and CACREP SCSA 3-n.
- **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 3 and CACREP SCSA 3-b and 3-c.
- **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 4 and CACREP SCSA 3-o.

## 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 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.

## 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](http://www.sa.utep.edu/cass).

## 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 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.

**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.

**APPENDIX 1****Tentative Course Schedule**

Date	Class Topic	Readings Due	Assignments Due
Week 1 – Jan 21 <sup>st</sup>	Introduction Course overview and syllabus		
Week 2 – Jan 28 <sup>th</sup>	(No Class) History and development of school counseling	Ch. 1	
Week 3 – Feb 4 <sup>th</sup>	Models of school counseling programs	Ch. 2, ASCA National Model	
Week 4 – Feb 11 <sup>th</sup>	Systemic, data- driven school counseling practices	Ch. 4, Making Data Work, p. 5-28	CPA 1
Week 5 – Feb 18 <sup>th</sup>	Accountability: Assessing needs, determining outcomes, and evaluating programs	Ch. 5, Making Data Work, p. 29 -50	
Week 6 – Feb 25 <sup>th</sup>	Outcomes research on school counseling interventions and programs	Ch. 6, Making Data work, p. 51 – 84; self-assessment (see Appendix 3)	CPA 2: Part 1 & Self-Assessment
Week 7 – Mar 3 <sup>rd</sup>	Developmental Classroom Guidance	Ch. 10	CPA 2: Part 2
Week 8 – Mar 10 <sup>th</sup>	Spring Break		
Week 9 – Mar 17 <sup>th</sup>	Determining curriculum and interventions/ASCA		

	crosswalk (Hatch, 2014)		
Week 10 – Mar 24 <sup>th</sup>	Implementing school counselor common core standards (Hatch, 2014)	Review week 9 notes before completing CPA 2: Part 3; self-assessment (see Appendix 3)	CPA 2: Part 3 & Self-assessment
Week 11 – Mar 31 <sup>st</sup>	Program evaluation, action plans, pre-post tests (Hatch, 2014)  [Group work]		
Week 12 – Apr 7 <sup>th</sup>	[Flexible class meeting] Groups work on Curriculum action plan group workshop	Review week 11 notes and handouts	
Week 13 – Apr 14 <sup>th</sup>	Reporting results (Hatch, 2014)	Self-Assessment (see Appendix 3)	CPA 3 & Self-assessment
Week 14 – Apr 21 <sup>st</sup>	Reporting results in-class group workshop	Review week 13 notes and handouts	
Week 15 – Apr 28 <sup>th</sup>	Presentations	Self-Assessment (see Appendix 3)	CPA 4 & Self-assessment
Week 16 – May 5 <sup>th</sup>	Last Day of Class		
Week 17 – May 12 <sup>th</sup>	Final Exam day		

## APPENDIX 2

### Competence Performance Assessment (CPA) & Rubrics

#### CPA 1

##### Demonstration of Foundational Knowledge and Practices

The CPA is an exam administered to assess foundational knowledge and understanding of models of school counseling programs. It will assess SLO 1 & CACREP SCSA 1-a.

Scoring Rubric Guide	
Categories of Models	3
ASCA National Model	12
Distinct Delivery Models	15
<b>Total Points</b>	<b>30</b>

**CPA 2****Demonstration and Comprehension of Informed Decision Making Data**

The CPA walks students through strategies in identifying and planning “comprehensive school counseling programs based on program goals, [implementing] accountability strategies, and [sharing] results with stakeholders” (ASCA, 2013, p. 5). The CPA has three parts: Part 1 Reading and Activities, Part 2, Develop Program Needs Assessment, Part 3 Comprehension Quiz. It will assess SLO 2 & CACREP SCSA 3-n.

<b>Scoring Rubric Guide</b>	
<b><i>Part 1 Reading &amp; Activities</i></b>	
School Report Card Data Analysis (MDW, 23-24)	5
Identifying Types of Data, <i>Self-Assessment &amp; Reflection</i> (MDW, 33)	5
Identifying Process, Perception and Outcome Data (MDW, 36)	5
Proposed Action-Planning Steps Initial & Completion Dates (MDW, 37)	5
Designing Survey Practice (MDW, 42)	5
Final Question Average (MDW, 54)	5
Percent of Change Questions 2-4 (MDW, 57)	5
Data Aggregation (MDW, 63-65)	5
DATA Report Form (MDW, 79)	5
[Completed self-assessment]	5
<b><i>Part 1 Subscore</i></b>	<b>50</b>
<b><i>Part 2 Reading Comprehension Quiz</i></b>	
Why Use Data	8
Design: Process of Connecting Data through Goal Setting	8
Ask: Process of Achieving Goal through Data	8
Track: Process of Analyzing Data to Meet Goal	8
Announce: Process of Sharing Results	8
<b><i>Part 2 Subscore</i></b>	<b>40</b>
<b><i>Part 3 Develop School-wide Curriculum Needs Assessment</i></b>	
<b><i>Part A – Explanation</i></b>	
Description of School <a href="https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html">https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html</a>	5
Reasoning for School-wide Needs Assessment	5
Reason for Grade Level Curriculum List (i.e. ASCA Model & Standards)	5
Explain Developmental Needs of Students	5
Estimate the Number of Probable Lesson Plans and Give Reason	5
Determine Participants: Teachers and Parents OR Students (Give Rationale)	5
What results are you expecting? What results would surprise you?	5
<b><i>Part B – The Survey</i></b>	
School Identification	5
Brief explanation for assessment	5
Instructions for participants	5
Rank or rating scale	5
Grade levels	5
Items per grade level	5
List of items are supported by part A	10
Comment section	5

[Completed self-assessment rubric]	10
<b>Part 3 Subscore</b>	<b>90</b>
<b>Total</b>	<b>180</b>

### CPA 3

#### Design and Evaluation of School Curriculum Programs (Group Activity)

The CPA requires students to design and establish appropriate evaluation methods for a proposed school counseling curriculum program. The CPA has two parts: 1. Give description and rationale for the curriculum action plan, and 2. Comprehensive curriculum action plan; the CPA assess SLO 3 and CACREP SCSA 3-b and 3-c.

<b>Scoring Rubric Guide</b>	
<b>Part 1: Description &amp; Rationales for Curriculum Action Plan</b>	
Description of School Data Profile	10
Curriculum Rationale (Overall goal or priority for your curriculum?)	10
Rationale for Start/End Date for each Event or Lesson	5
How might lesson content connect to common core?	5
Rationale for evaluation methods	10
<b>Subscore</b>	<b>40</b>
<b>Part 2: Curriculum Action Plan</b>	
Lesson Content	10
ASCA Domain/Standard (relates to rationale; utilize <i>ASCA crosswalk</i> )	15
Curriculum and Materials (addresses specific content or competencies)	15
Projected Start/End	5
Projected Number of Students Impacted	5
Class/Subject in Which Lesson Will Be Presented	10
Evaluation Methods	30
Implementation Contact Person	5
Prepared by (all group members' names and their proposed school title)	5
Completed self-assessment rubric	10
<b>Subscore</b>	<b>110</b>
<b>Total</b>	<b>150</b>

### CPA 4

#### Data Advocacy Program Presentation (Group Activity)

The CPA requires students to use data to advocate for their school counseling curriculum plan. Students create a presentation that they will present to the class. It assesses SLO 4 and CACREP SCSA 3-o.

<b>Scoring Rubric Guide</b>	
<b>Category 1: Slide Content Standards</b>	
Title slide identifies name of presentation, school, and counselors	5
ASCA student counseling standards and competencies addressed (Indicate the standard and competencies.)	10
Lesson or intervention addresses a need identified by school data.	10
Relevant research connecting need to activity presented.	10
Complete process data for curriculum lesson activity are reported: Who, what, when, and how often was the activity conducted?	10
<b>Subscore</b>	<b>45</b>



<i>Category 2: Presentation Standard</i>	
Presentation is easy to follow, and slides are in a logical order.	5
Format is clear and consistent.	5
There is a maximum of 25 slides.	5
Text is concise and easy to read.	5
Graphs are clearly labeled, accurate, and impactful.	5
Conceptual link slides aid smooth transitions	5
Colors, graphics, and effects are used for maximal impact and minimal distraction.	10
<b>Subscore</b>	<b>40</b>
<i>Category 3: Counseling Standards</i>	
Lesson or intervention addresses a need identified by school data.	10
Lesson/lesson plan is developmentally appropriate for desired results.	10
Pre/post test questions are relevant and well written.	10
Data collection and evaluation methods are appropriate (measure what they say the will measure)	20
<b>Subscore</b>	<b>50</b>
<i>Supplemental Items</i>	
Action Plan	10
Lesson Plan	10
ASCA National Standards Crosswalk	10
Lesson PowerPoint and/or Lesson Content	10
Pre/Post Test	10
Results Form	10
Flashlight PowerPoint – see Slide Content (Category 1) above	10
Completed Self-Assessment Rubric	10
<b>Subscore</b>	<b>80</b>
<b>Total</b>	<b>215</b>

## APPENDIX 3

### Self-Assessments

To be completed and turned in for CPA assignments specified:

#### CPA 2 Self-Assessments

<b>Part 1 Self-Assessment</b>	
<b>Reading &amp; Activities</b>	
School Report Card Data Analysis (MDW, 23-24)	/5
Identifying Types of Data, <i>Self-Assessment &amp; Reflection</i> (MDW, 33)	/5
Identifying Process, Perception and Outcome Data (MDW, 36)	/5
Proposed Action-Planning Steps Initial & Completion Dates (MDW, 37)	/5
Designing Survey Practice (MDW, 42)	/5
Final Question Average (MDW, 54)	/5
Percent of Change Questions 2-4 (MDW, 57)	/5
Data Aggregation (MDW, 63-65)	/5
DATA Report Form (MDW, 79)	/5
[Completed self-assessment rubric]	/5
<b>Part 1 Subscore</b>	<b>/50</b>

<b>Part 3 Self-Assessments</b>	
<b><i>Part A – Explanation</i></b>	
Description of School <a href="https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html">https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html</a>	/5
Reasoning for School-wide Needs Assessment	/5
Reason for Grade Level Curriculum List (i.e. ASCA Model & Standards)	/5
Explain Developmental Needs of Students	/5
Estimate the Number of Probable Lesson Plans and Give Reason	/5
Determine Participants: Teachers and Parents OR Students (Give Rationale)	/5
What results are you expecting? What results would surprise you?	/5
<b><i>Part B – The Survey</i></b>	
School Identification	/5
Brief explanation for assessment	/5
Instructions for participants	/5
Rank or rating scale	/5
Grade levels	/5
Items per grade level	/5
List of items are supported by part A	/10
Comment section	/5
[Completed self-assessment rubric]	/10
<b><i>Part 3 Subscore</i></b>	<b><i>/90</i></b>

### CPA 3 Self-Assessments

<b>CPA 3 Self-Assessments</b>	
<b><i>Part 1: Description &amp; Rationales for Curriculum Action Plan</i></b>	
Description of School Data Profile	/10
Curriculum Rationale (Overall goal or priority for your curriculum?)	/10
Rationale for Start/End Date for each Event or Lesson	/5
How might lesson content connect to common core?	/5
Rationale for evaluation methods	/10
<b><i>Subscore</i></b>	<b><i>/40</i></b>
<b><i>Part 2: Curriculum Action Plan</i></b>	
Lesson Content	/10
ASCA Domain/Standard (relates to rationale; utilize <i>ASCA crosswalk</i> )	/15
Curriculum and Materials (addresses specific content or competencies)	/15
Projected Start/End	/5
Projected Number of Students Impacted	/5
Class/Subject in Which Lesson Will Be Presented	/10
Evaluation Methods	/30
Implementation Contact Person	/5
Prepared by (all group members' names and their proposed school title)	/5
[Completed self-assessments]	/10
<b><i>Subscore</i></b>	<b><i>/110</i></b>
<b>Total</b>	<b><i>/150</i></b>

**CPA 4 Self-Assessments**

<b>CPA 4 Self-Assessments</b>	
<i>Category 1: Slide Content Standards</i>	
Title slide identifies name of presentation, school, and counselors	/5
ASCA student counseling standards and competencies addressed (Indicate the standard and competencies.)	/10
Lesson or intervention addresses a need identified by school data.	/10
Relevant research connecting need to activity presented.	/10
Complete process data for curriculum lesson activity are reported: Who, what, when, and how often was the activity conducted?	/10
<b>Subscore</b>	<b>/45</b>
<i>Category 2: Presentation Standard</i>	
Presentation is easy to follow, and slides are in a logical order.	/5
Format is clear and consistent.	/5
There is a maximum of 25 slides.	/5
Text is concise and easy to read.	/5
Graphs are clearly labeled, accurate, and impactful.	/5
Conceptual link slides aid smooth transitions	/5
Colors, graphics, and effects are used for maximal impact and minimal distraction.	/10
<b>Subscore</b>	<b>/40</b>
<i>Category 3: Counseling Standards</i>	
Lesson or intervention addresses a need identified by school data.	/10
Lesson/lesson plan is developmentally appropriate for desired results.	/10
Pre/post test questions are relevant and well written.	/10
Data collection and evaluation methods are appropriate (measure what they say they will measure)	/20
<b>Subscore</b>	<b>/50</b>
<i>Supplemental Items</i>	
Action Plan	/10
Lesson Plan	/10
ASCA National Standards Crosswalk	/10
Lesson PowerPoint and/or Lesson Content	/10
Pre/Post Test	/10
Results Form	/10
Flashlight PowerPoint – see Slide Content (Category 1) above	/10
Completed Self-Assessments	/10
<b>Subscore</b>	<b>/80</b>
<b>Total</b>	<b>/215</b>