

## EDCEP 857 Program Management Fall 2023

### Instructor Information

Samantha MK Holloway, Ph.D  
Teaching Assistant Professor  
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Office Hours: by appointment

### Course Description:

This course addresses the issues, knowledge, and competencies relevant to planning, implementing, and evaluating comprehensive school counseling programs to meet the needs of all students.

### Course Intended Learning Objectives:

The following table outlines the learning objectives, CACREP standards, and where in EDCEP 857 the learning objectives should be met. At the completion of this course, students will be prepared to:

Learning Objective	CACREP Standard(s)
Students will understand outcome measures for a comprehensive school counseling program	CACREP 2.F.8.d
Students will demonstrate a basic understanding of how to design and evaluate interventions and school counseling programs	CACREP 2.F.8.e CACREP 2.F.8.g CACREP 5.G.3.b
Students will be able to analyze data to create S-M-A-R-T goals	CACREP 2.F.8.i CACREP 5.G.3.n
Students will understand the history of school counseling and models of comprehensive school counseling programs.	CACREP 5.G.1.a CACREP 5.G.1.b
Students will have a basic understanding of how to create their own vision and mission statements for a school counseling program.	CACREP 5.G.3.a

### Counseling Program Key Performance Indicator(s):

KPI 5: Student is able to demonstrate knowledge of the components of a comprehensive school counseling program

KPI 5 Assessment: *Comprehensive School Counseling Program Presentation*  
Rubric

KPI 9: Student is able to facilitate student skill development for career, educational, and life-work planning and management.

KPI 9 Assessment: *Classroom Unit Lesson Plan Presentation*  
Rubric

KPI 11: Student is able to evaluate counseling interventions and programs within the context of P-12 settings.

KPI 11 Assessment: *Closing-the-Gap Presentation*  
Rubric

## KSU College of Education Vision

Preparing educators to be knowledgeable, ethical, caring decision-makers for a diverse and changing world.

### Mission

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

### Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

### Required Reading Materials

American School Counselor Association. (2019). *ASCA National Model: A Framework for school counseling programs* (4th ed.).

ISBN-10: 1929289596

ISBN-13: 978-1929289592

American School Counselor Association. (2019). *ASCA National Model Implementation Guide*:

Manage and assess (2nd ed.).  
ISBN-10: 192928960X  
ISBN-13: 978-1929289608

Grothaus, T., Johnson, K. F., & Edirmanasinghe, N. (2020). Culturally sustaining school counseling: Implementing diverse, equitable, inclusive programs. American School Counselor Association.  
ISBN-10: 1929289650  
ISBN-13: 978-1929289653

### Recommended Reading Materials

American School Counseling Association. (2022). ASCA National Model implementation guide: Student Standards.  
ISBN-10: 1929289707  
ISBN-13: 978-1929289707

### Instructional Delivery Methods:

EDCEP 857: Program Management is an asynchrony online course. Modules will open by 6:00 a.m. on Saturday(s) and close at 11:59 p.m. on Friday(s).

### Communication with Dr. Holloway

Dr. Holloway is online and checking course emails throughout the week. Please email or contact between 8:00 a.m. – 4:00 p.m. Monday-Friday for the best response time. I have limited availability to respond during evenings and weekends. Please allow 24 hours to answer an email. If you want to set up a Zoom meeting email [smkriley@ksu.edu](mailto:smkriley@ksu.edu) and provide 3 dates & 3 corresponding times and one will be selected.

### Dr. Holloway Course Expectations

**Participation:** *There are a variety of Discussion Boards, Online Activities, and Projects in EDCEP 857: Program Management. Discussion Boards require meaningful responses from two group members for full credit, Online Activities and Projects are completed individually.*

**Deadlines/Late Work:** *All deadlines are posted in the syllabus and in our canvas course. If Dr. Holloway is not contacted within five days of missing a deadline or submitting late work, there will be no points awarded. Dr. Holloway will not grade late work until the final two weeks of the semester.*

### Professional Identity Statement

According to 20/20: A Vision for the Future of Counseling, (ACA, 2022), the definition of counseling is: “a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

As a counselor-in-training you have embarked upon a challenging journey to develop yourself into a professional counselor. This is an occupation that requires a professional commitment unlike any other; it requires strong professional identity, leadership and advocacy for all people and populations, and critical attention to life and death issues.

Counselor development is accomplished through basic course content, sound counseling skills, and opportunities to demonstrate professional, ethical, and legal awareness. Opportunities to demonstrate self-awareness through self-reflection are required throughout your program and career.

As a counselor-in-training your job is to grow, learn, and demonstrate appropriate professional dispositions, including personal self-awareness and wellness that allows you to best serve your clients and/or students with nonmaleficence and beneficence.

**Evaluation Plan:**

Your final grade is based on the total number of points that you have earned throughout the semester. The various ways in which you can earn points are below:

<b>EDCEP 857: Program Management Assignments</b>			
<b>Activity</b>	<b>Description</b>	<b>Points</b>	<b>Due Date</b>
Online Discussion Boards	Weekly group discussion boards are completed weekly and group members must engage in meaningful discussions with two group members for full credit.	130	Friday(s) at 11:59 p.m.
Online Activities	Individual weekly online activities in connection to the content/topic of the week.	80	Friday(s) at 11:59 p.m.
School Counselor Interview Presentation	See Canvas Course, Assignment, School Counselor Interview Presentation for information	30	Friday, September 29, 2023 11:59 p.m.
Classroom Unit Lesson Plan Recording & Presentation	See Canvas Course, Assignment, Classroom Unit lesson Plan & Recording for information	30	Friday, November 3, 2023 11:59 p.m.
Closing-the-Gap Action Plan Recording & Presentation	See Canvas Course, Assignment, Closing-the-Gap Acton Plan & Recording for information	30	Friday, November 17, 2023 11:59 p.m.
Final: What is a Comprehensive School Counseling Program Recording & Presentation	See Canvas Course, Assignment, What is a Comprehensive School Counseling Program Presentation for information.	60	<b>Tuesday, December 12, 2023 11:59 p.m.</b>

## **Grading Scale**

The minimum number of total points required for each grade is listed below:

A = 324

B = 288

C = 252

Any student who has not earned at least 252 points by the end of the semester will fail the course.

## **Kansas State University Information**

### *Academic Honesty Policy*

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

### *Academic Accommodations for Students with Disabilities*

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the [Student Access Center](#) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center  
[accesscenter@k-state.edu](mailto:accesscenter@k-state.edu)  
785-532-6441

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

### *Classroom Conduct*

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

### *Mutual Respect and Inclusion in K-State Teaching and Learning Spaces*

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course

experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State [Principles of Community](#).

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the [Student Ombudsperson Office](#). Violations of the [student code of conduct](#) can be reported using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

### *Discrimination, Harassment, and Sexual Harassment*

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by [PPM 3010](#).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with [Lafene Counseling and Psychological Services \(CAPS\)](#). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. OIE also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact OIE at [equity@ksu.edu](mailto:equity@ksu.edu) or (785) 532-6220.

### *K-State Email Account & Canvas*

Please check your K-state email account and our course Canvas page regularly throughout the semester. Important information and class announcements will be shared through these electronic platforms.

### *Statement on Mental Health*

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse.

If you are struggling with these issues, do not wait to seek assistance.

### *University Excused Absences*

K-State has a [University Excused Absence policy](#) (Section F62). Class absence(s) will be handled between the instructor and the student unless there are other university offices involved. For university excused absences, instructors shall provide the student the opportunity to make up missed assignments, activities, and/or attendance specific points that contribute to the course grade, unless they decide to



excuse those missed assignments from the student's course grade. Please see the policy for a complete list of university excused absences and how to obtain one. Students are encouraged to contact their instructor regarding their absences.

## Tentative Course Calendar

Each week opens on Saturday at 6:00 AM and closes on Friday at 11:59 PM. Unless otherwise specified, all assignments, readings and other activities each week should be completed before that week closes.

*Textbook Statement: Textbooks for EDCEP 857: Program Management have different page numbers. Please review the chapter indicated in readings. The color key is below.*

American School Counselor Association. (2019). *ASCA National Model: A Framework for school counseling programs (4th ed.)*.

American School Counselor Association. (2019). *ASCA National Model Implementation Guide: Manage and assess (2nd ed.)*.

Grothaus, T., Johnson, K. F., & Edirmanasinghe, N. (2020). *Culturally sustaining school counseling: Implementing diverse, equitable, inclusive programs*. American School Counselor Association.

EDCEP 857 Tentative Course Calendar					
Week	Date	Content /Topics	Assignments Due	Readings	CACREP Stds
1	8/19/2023	Welcome Week	Discussion Board: Meet your Group!  Sign Syllabus  Friday, August 25, 2023 11:59 p.m.	<i>Textbook: ASCA National Model: Framework Preface</i>	5.G.1.a 5.G.1.b
2	8/26/2023	Professional Organization  ASCA National Model	Discussion Board: ASCA National Model  Friday, September 1, 2023 11:59 p.m.	<i>Textbook: ASCA National Model: Framework Introduction &amp; Executive Summary</i>	5.G.1.a 5.G.1.b
3	9/2/2023	What is a School Counselor	Online Activity: What is a School Counselor?  Friday, September 8, 2023 11:59 p.m.	<i>Culturally Sustaining School Counseling: Chapter 1 &amp; Chapter 2</i>	5.G.1.a 5.G.1.b
4	9/9/2023	DEFINE	Discussion Board: Webinar & Textbook Readings	ASCA Webinar: Define	5.G.1.a 5.G.1.b

			Friday, September 15, 2023 11:59 p.m.	<p><b>Textbook:</b>  <b>ASCA National Model: Framework,</b>  <b>Section I: DEFINE</b></p> <p>Culturally Sustaining School Counseling:  Chapter 4</p>	
5	9/16/2023	DEFINE in Practice	<p>Online Activity: Standards</p> <p>Online Activity: Beliefs</p> <p>Friday, September 22, 2023 11:59 p.m.</p>	<p><b>Textbook:</b>  <b>ASCA National Model: Framework,</b>  <b>Section I: DEFINE</b></p>	5.G.1.a 5.G.1.b
6	9/23/2023	MANAGE	<p>Discussion Board: Webinar &amp; Textbook Readings</p> <p>School Counselor Interview Presentation</p> <p>Friday, September 29, 2023 11:59 p.m.</p>	<p>ASCA Webinar: Manage</p> <p><b>ASCA National Model: Framework,</b>  <b>Section II: MANAGE</b></p> <p>Culturally Sustaining School Counseling:  Chapter 5</p>	5.G.1.a 5.G.1.b
7	9/30/2023	MANAGE in Practice Part A	<p>Online Activity: Vision &amp; Mission</p> <p>Online Activity: S-M-A-R-T Goal</p> <p>Friday, October 6, 2023 11:59 p.m.</p>	<p><b>ASCA National Model: Framework,</b>  <b>Section II: MANAGE</b></p> <p>ASCA National Model Implementation Guide: Manage &amp; Assess: Manage</p>	2.F.8.i 5.G.3.n 2.F.8.e 2.F.8.g 5.G.3.b
8	10/7/2023	MANAGE in Practice Part B	<p>Online Activity: Classroom Unit</p> <p>Online Activity: Closing-The-Gap</p>	<p><b>ASCA National Model: Framework,</b>  <b>Section II: MANAGE</b></p>	5.G.1.a 5.G.1.b 2.F.8.i 5.G.3.n

			Friday, October 13, 2023 11:59 p.m.	ASCA National Model Implementation Guide: Manage & Assess: <i>Manage</i>	
9	10/14/2023	DELIVER	Discussion Board: Webinar & Textbook Readings  Friday, October 20, 2023 11:59 p.m.	ASCA Webinar Deliver  ASCA National Model: Framework, Section III: DELIVER  Culturally Sustaining School Counseling: Chapter 6	5.G.1.a 5.G.1.b
10	10/21/2023	DELIVER in Practice	Online Activity: Classroom Lesson Plan Recording  Friday, October 27, 2023 11:59 p.m.	ASCA National Model: Framework, Section III: DELIVER	5.G.1.a 5.G.1.b
11	10/28/2023	ASSESS	Discussion Board: Webinar & Textbook Readings  Classroom Unit Lesson Plan & Recording  Friday, November 3, 2023 11:59 p.m.	ASCA Webinar: Assess  ASCA National Model: Framework, Section IV: ASSESS  Culturally Sustaining School Counseling: Chapter 7  ASCA National Model Implementation Guide: Manage & Assess: <i>Assess</i>	5.G.1.a 5.G.1.b 2.F.8.e 2.F.8.g 5.G.3.b
12	11/4/2023	ASSESS in Practice	Online Activity: Professional Development	ASCA National Model: Framework, Section IV: ASSESS	5.G.1.a 5.G.1.b

				ASCA National Model Implementation Guide: Manage & Assess: <i>Assess</i>	
			Friday, November 10, 2023 11:59 p.m.		
<b>13</b>	<b>11/11/2023</b>	State Organizations & What They Can Do For You!	Discussion Board: State Organizations Closing-the-Gap Action Plan Friday, November 17, 2023 11:59 p.m.	Listen to Dr. Holloway's interview with the Kansas School Counseling Association (KSCA)	2.F.8.e 2.F.8.g 5.G.3.b 2.F.8.i 5.G.3.n
	<b>11/18/2023</b>	<i>Thanksgiving</i>	<i>Break</i>		
<b>14</b>	<b>11/25/2023 Week 14</b>	Answering Your ASCA Questions	Discussion Board: What Did You Learn Friday, December 1, 2023 11:59 p.m.	Listen to Dr. Holloway's interview with KSCA's panel answering your questions about school counseling	5.G.1.a 5.G.1.b
<b>15</b>	<b>12/2/2023 Week 15</b>	Take this time to work on "What is a Comprehensive School Counseling Program" Recording			5.G.1.a 5.G.1.b
<b>16</b>	<b>12/9/2023 Week 16</b>		Final: "What is a Comprehensive School Counseling Program" Presentation  <b>Tuesday, December 12, 2023 11:59 p.m.</b>		

*Syllabus SUBJECT TO CHANGE-A course syllabus is not a contract and may be changed if the professor deems appropriate.*

**EDCEP 857 Course Syllabus and Canvas Signature Verification Page**

By signing this page, I am verifying that I have read **each** page of the EDCEP 857 course syllabus and reviewed the Canvas page.

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Student Name

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Date