

TENNESSEE TECH UNIVERSITY
College of Education
Counseling and Psychology

COUN7510 Counseling Administration and Program Evaluation
Course Syllabus

Course Description

COUN 7510 - Counseling Administration and Program Evaluation. An exploration of theories and practice of program evaluation and knowledge of accreditation standards and processes in counseling. Prerequisite: permission of director of doctoral studies.

3.000 Credit hours 3.000 Lecture hours

Instructor & Course Information

Instructors:

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- Office Hours: By Appointment

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Course Information

• May 10-25 MTWR at 9-4PM

Conceptual Framework

NETWORK OF MUTUALLY BENEFICIAL PARTNERSHIPS

Conceptual Framework Statement

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.

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Prerequisites

Permission of instructor.

Texts and References

Required:

McDavid, J., Huse, I., & Hawthorn, L. (2019). *Program evaluation and performance measurement. Third edition.* Thousand Oaks, CA: Sage.

Herr, E. L., Heitzmann, D. E., & Rayman, J. R. (2006). *The Professional Counselor as Administrator: Perspectives on Leadership and Management of Counseling Services Across Settings.* Routledge Press.

Tk20 data assessment program. TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage candidate transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. The one-time-only system cost is \$142, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. See our website for more details: <https://tntech.tk20.com>

Assigned Readings:

- o All assigned reading are outlined on the Course Calendar of this syllabus.

Additional Assigned Readings:

- o Any additional readings will be available in electric format on iLearn.

IDEA Essential and Important Learning Objectives Associated to this Course

1. Learning to apply course material (to improve thinking, problems solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Learning to apply knowledge and skills to benefit others or serve the public good.

Course CACREP Objectives/Student Learning Outcomes

DOCTORAL PROGRAMS - PROFESSIONAL IDENTITY

CACREP STANDARDS	Content Covered	Formative Assessment(s)	Summative Assignment
6.B.4.f. models and methods of program evaluation	McDavid, Huse, & Hawthorn, 2019	Discussions, class activities	CACREP Self-Study Program Evaluation
6.B.5.d. knowledge of accreditation	2016 CACREP Standards	Discussions, class activities	CACREP Compare and

standards and processes			Contrast Venn Diagram
6.B.5.e. leadership, management, and administration in counseling organizations and other institutions	Herr, Heitzmann, & Rayman (2006)	Discussions, class activities	Counselor as an Administrator Handouts
6.B.5.f. leadership roles and strategies for responding to crises and disasters	Overdijk, 2013 Paradise, Ceballos, & Hall, 2010	Discussions, class activities	Leadership in Crisis Project

Student Responsibilities

The following dispositions summarize the responsibilities accepted by the student participating in this course. [Counseling and Psychology Graduate Program Information](#)

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to assess one's own decision making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

Major Teaching Methods

Instruction will consist of lecture, discussion, higher order questioning, case studies, cooperative learning, video modeling, role playing, experiential exercises, group participation, reflection and writing assignments, and supervised feedback.

Instructional Materials

- A. iLearn
- B. laptop/computer

Topics to Be Covered:

1. CACREP Accreditation
2. Accountability Bridge Model
3. Key Concepts and Issues in Program Evaluation and Performance Management

4. Understanding and Applying Program Logic Models
5. Research Designs for Program Evaluation
6. Measurement for Program Evaluation and Performance Monitoring
7. Applying Quantitative Evaluation Methods
8. Needs Assessments for Program Development and Adjustment
9. Concepts and Issues in Economic Evaluation
10. Performance Measurement as an Approach to Evaluation
11. Design and Implementation of Performance Measurement Systems
12. Using Performance Measurement for Accountability and Performance Improvement
13. Program Evaluation and Program Management: Joining Theory and Practice
14. The Nature and Practice of Professional Judgement in Program Evaluation
15. Leadership, Management, Administration in Perspective.
16. Fundamental Processes of Leadership, Management, and Administration.
17. The School Counselor as Program Administrator.
18. Leadership and Management of University Counseling Centers.
19. The Administration of University Career Services.
20. Chair, Department of Counselor Education, Counseling Psychology, or Both and More.
21. Administration of Counseling in Government, Nonprofit, and Professional Organizations.
22. Leadership and Management of Counseling in the Community and Workplaces About Work.
23. The Professional Counselor as Manager in Independent Practice.
24. The Professional Counselor as Administrator.

Grading and Evaluation Procedures

The following assessment procedures will be used to evaluate students' knowledge of the course.

Evaluation and Assessment Procedures

Category	Assignment	Percentage
Summative	Counselor as an Administrator Handouts	20%
	Leadership in Responding to Crisis Project	20%
	CACREP Compare and Contrast Venn Diagram	20%
	CACREP Self-Study Program Evaluation	40%
Total		100%

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

Grading Scale

A	93 -100
B	85 – 92
C	77 – 84
D	69 – 76
F	<68

A grade of an A or B demonstrates Competency level, while any grade C and below does not. In addition, a grade of an "I" is given only when a valid rationale for such a grade is presented and terms for completion of the course are agreed upon.

Late Assignments

All submitted work is final. Your submissions should reflect your best professional effort. **All assignments should be completed on or before the announced due date.** Ten percent will be deducted from an assignment when it is late. After one week, assignments will be accepted by the discretion of the professor. It is the student’s responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

Assignment Format

ALL assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (APA Publication Manual, 7th ed.). Assignments not meeting these minimum standards will be returned and counted as late.

Additional Evaluation Areas

Dispositional evaluation of doctoral students will be assessed within this course using the Professional Performance Review. Please review the doctoral handbook for more details.

Notice to Recording Class

"This class may be recorded by video and/or audio. The video and audio recording is used for educational purposes and may be made available to all students presently enrolled in the course and to school officials with a legitimate educational interest in reviewing the recording."

Academic Misconduct Policy

[Tennessee Technological University Policy No. 217](#)

“Academic Misconduct” – any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are intended to be available, and helping a friend to gain an unfair academic advantage. Students who do any of these actions or attempted actions may receive a reduction in grade on the assignment, an “F” or a “0” for the assignment, or an “F” for the course. All of the procedures will follow the guidelines established by the Student Academic Misconduct Policy No. 217 at Tennessee Technological University.

Attendance Policy

Attendance to, arriving on time for, preparation for, and participation in scheduled classes is required. There are no excused absences, as this class requires a high level of participation from students. Should a student miss more than one (1) class, then the student will be dropped from the course and receive a failing grade at the instructor's discretion. As arriving late or leaving early is a disruption to the entire class, I would ask that all students inform the class members and me should leaving early or arriving late for class be necessary. Habitually leaving early or arriving late will result in failure of the course.

If attendance issues are a result of COVID-19, please review the following subheading labeled "COVID-19."

Class Participation

Participation in class is essential to the value of the learning experience within this course. A student's grade may be affected negatively by low participation.

Assignments and Related Policy

A) Reading Assignments

Students are expected to complete all reading assignments per the Course Schedule.

B) Counselor as an Administrator Handouts

Students will select two chapters from *The Professional Counselor as an Administrator* and create a handout on the selected chapter. Each chapter handout will include a summary of the chapter, a memorable quote or quotations, and 3 questions for creative and critical thinking discussion.

C) Leadership in Responding to Crisis Project

In class, students will read the following five articles:

1. *Leadership in times of crisis: A framework for assessment* (Boin, Kuipers, & Overdijk, 2013)
2. *Leadership and leader behavior in counseling: Neglected skills* (Paradise, Ceballos, & Hall, 2010)
3. *Leadership and counseling psychology: What should we know? Where could we go?* (Fassinger & Shullman, 2017).
4. *Examining leadership with American Counseling Association presidents: A grounded theory of leadership identity development* (Gibson, Dollarhide, Moss, Aras, & Mitchell, 2017)
5. *Counseling leadership and professional counselor identity: A phenomenological study* (Peters & Vereen, 2020):

Students will also complete one of the following continuing education units on strategies for responding to crisis:

1. A two-day ASIST suicide prevention training on May 13th and 14th.

OR

2. A series of Psychotherapy.net videos on suicidal clients which are available through the Volpe Library. These videos include: *Assessment and Intervention with Suicidal Clients Volumes 1, 2, and 3*, *Dialectical Behavior Therapy with Suicidal Clients Volumes 1 & 2*,

Dialectical Behavior Therapy Techniques for Emotional Dysregulation, and Clinical Interviewing: Intake, Assessment & Therapeutic Alliance

Within the context of the five selected articles and continuing education units, students will write an 8 to 10-page critical thinking paper on: a) How would you currently describe your leadership style based off the readings, b) What were at least five important strategies for responding to crisis learned through the trainings, and c) How will this information collectively (readings and crisis trainings) impact their leadership role as a counselor, educator, and/or supervisor.

D) CACREP Compare and Contrast Venn Diagram

Students will create a detailed Venn Diagram on the knowledge of CACREP by comparing the learning standards with one other professional helping field's accrediting bodies standards. Relevant examples include APA, CSWE, NASP, etc. Students should show evidence of competence by brainstorming specific similarities and differences between the associated accreditation standards.

E) CACREP Self-Study Program Evaluation

Students will demonstrate competence in program evaluation through the participation and contributions of TTU's CACREP Self-Study. Students will be assigned two areas by the course professors within the self-study application to display knowledge of models and methods in program evaluation. The self-study will focus on the master's programs of clinical mental health counseling and school counseling and doctoral program in counseling and supervision. This assignment will be worked on throughout the summer. The professors will discuss detailed plans in the class. At the end of the summer, students will provide a thorough self-assessment of their contributions on this endeavor.

Class Plan by Weeks or Days

Please see the Course Schedule.

Disability Accommodation

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

COVID-19

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech's webpage, building and facilities signage, and similar publications. The university's Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.
2. According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other

students or faculty. Students should be conscious and respectful of others and their health concerns.

4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.