



COUN 6335 Leadership, Advocacy & Accountability (Hybrid) Fall 2017

COUN 6335 is a required course for School Counseling M.Ed. & School Counseling Certification

College of Education, Department of Counselor Education

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Office hours: Before/After Class; As Requested

Class Format: This course includes lecture or narrative presentations, field experiences, small group discussions, class discussions, self-selected inquiries, written assignments and individual and group presentations. Evaluation consists of self, peer, and professor assessments using feedback, discussions, and checklists.

Class day and time: Tuesdays, 5:30 - 8:20 p.m.

Class location: Aldine & Online

Course Description: A comprehensive study is made of contemporary practices of leadership, advocacy, and accountability in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive school counseling programs and the National Model, accountability measures, leadership qualities and styles, legal and ethical practices, and multiculturalism in the schools of the 21st century.

Textbooks (Required):

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th. ed.). Washington, D.C.: Author. (**2nd printing**)

American School Counselor Association (2012). *ASCA national model: A framework for school counseling programs* (3rd Ed.). Alexandria, VA: Author.

Erford, Bradley T. (2014). *Transforming the school counseling profession*. Upper Saddle River, NJ: Pearson Education, Inc.

Texas Education Agency. (2004). *A model comprehensive, developmental and counseling program for Texas public schools: A guide for program development prek-12th grade*. Austin, TX: Author. (There is a link to the document in Blackboard).

Textbook (Recommended):

Byrd, R., & Erford, B. T. (2013). *Applying techniques to common encounters in school counseling: A case based approach*. Upper Saddle River, NJ: Pearson Education, Inc.

Course Objectives: The following objectives will be met during this course:

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	CACREP Standards Alignment
Understands current models of school counseling programs (e.g. ASCA National Model) and their integral relationship to the total educational program.	Mission, Calendar & Action Plan	Rubric for Mission, Calendar & Action Plan	SC – A.5.
Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Professional Review of the Literature	Rubric for Professional Review of the Literature	SC – A.6.
Understands the operation of the school emergency plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	FEMA IS-100.SC Introduction to Incident Command System for Schools Training Module	Final Test (FEMA Website) & Certificate of Completion	SC – A.7.
Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	Comprehensive School Counseling Website	Rubric for Comprehensive School Counseling Website	SC – C.2.
Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	Comprehensive School Counseling Website	Rubric for Comprehensive School Counseling Website	SC – B.2.
Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	Professional Review of the Literature	Rubric for Professional Review of the Literature	SC – C.3.
Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	Mission, Calendar & Action Plan	Rubric for Mission, Calendar & Action Plan	SC – C.4.
Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.	Final Exam	Essay Question(s)	SC – C.6.

Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Schoolwide Cultural Competence Observation	Rubric for Schoolwide Cultural Competence Observation	SC – E.1.
Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Schoolwide Cultural Competence Observation	Rubric for Schoolwide Cultural Competence Observation	SC – E.3.
Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	Schoolwide Cultural Competence Observation	Rubric for Schoolwide Cultural Competence Observation	SC – E.4.
Understands the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	Final Exam	Essay Question(s)	SC – G.1.
Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	Final Exam	Essay Question(s)	SC – G.2.
Understands how to critically evaluate research relevant to the practice of school counseling.	Professional Review of the Literature	Rubric for Professional Review of the Literature	SC – I.1.
Knows basic strategies for evaluating counseling outcomes in school counseling (e.g. behavioral observation, program evaluation).	Professional Review of the Literature	Rubric for Professional Review of the Literature	SC – I.3.
Knows current methods of using data to inform decision making and accountability (e.g. school improvement plan, school report card).	Mission, Calendar & Action Plan	Rubric for Mission, Calendar & Action Plan	SC – I.4.
Understands the outcome research data and best practices identified in the school counseling research literature.	Professional Review of the Literature	Rubric for Professional Review of the Literature	SC – I.5.
Applies relevant research findings	Professional Review of the	Rubric for	SC – J.1.

to inform the practice of school counseling.	Literature	Professional Review of the Literature	
Understands the relationship of the school counseling program to the academic mission of the school.	Mission, Calendar & Action Plan	Rubric for Mission, Calendar & Action Plan	SC – K.1.
Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote school academic success, and prevent students from dropping out of school.	Mission, Calendar & Action Plan	Rubric for Mission, Calendar & Action Plan	SC – K.2.
Understands the various peer programming interventions (e.g. peer mediation, peer mentoring, peer tutoring) and how to coordinate them.	Final Exam	Question(s)	SC – M.6.
Knows school and community collaboration models for crisis/disaster preparedness.	FEMA IS-100.SC Introduction to Incident Command System for Schools Training Module	Final Test (FEMA Website) & Certificate of Completion	SC – M.7.
Knows the qualities, principles, skills, and styles of effective leadership.	Final Exam	Question(s)	SC – O.1.
Knows strategies of leadership designed to enhance the learning environment of schools.	Final Exam	Question(s)	SC – O.2.
Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.	Comprehensive School Counseling Website; Mission, Calendar & Action Plan	Rubric for Comprehensive School Counseling Website; Rubric for Mission, Calendar & Action Plan	SC – O.3.
Understands the important role of the school counselor as a system change agent.	Schoolwide Cultural Competence Observation	Rubric for Schoolwide Cultural Competence Observation	SC – O.4.
Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	Comprehensive School Counseling Website	Rubric for Comprehensive School Counseling Website	SC – O.5.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: 1) Learning to apply course material (to improve thinking, problem solving, &

decisions)

Important: Developing specific skills, competencies, and points of view needed by professionals in this field

Course/Instructor Requirements:

Student Syllabus Guidelines

You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>.

Academic Dishonesty

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Student Absences on Religious Holy Days

Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Professionalism Policy

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Points for professionalism may be deducted for any unprofessional and/or inappropriate acts including, but not limited to frequent tardiness and/or absences; texting and/or talking in class; unethical actions; lack of involvement in reflection; or disrespectful behavior towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direction. There are fifty points associated with professionalism; therefore, your grade may be lowered based upon your actions.

Course Outline

Assignments/Grades:

INSTRUCTIONAL PROCEDURES

Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected. Students are required to participate on the discussion board or chat room each week.

INSTRUCTIONAL ACTIVITIES:

1. **Attendance and Participation** (25 pts): Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. The degree to which this course

benefits students is reliant upon each student's full participation in the course assignments and readings.

Grading Rubric:

Criteria	Points
Active involvement in all discussions in each class and providing significant input	20-25 points
Involvement in all discussions reflecting understanding of the topics	10-15 points
Minimal participation in discussions	5-10 points

2. **Chapter Presentation:** (50 Points) Students will utilize PowerPoint or Prezi to summarize the assigned chapter and lead a class discussion on current topic related to the chapter content. Students are encouraged to use creative activity to stimulate the discussion. Presentations should be approximately 20-30 minutes.

Grading Rubric:

Criteria	Points
Content	15
Clarity	5
Creativity	5
Total	25

3. **Comprehensive School Counseling Website (50 points) DUE DATE: Part I 9/12; Part II 10/3**

For the **Part I** of the assignment you must visit the websites of three schools (not school districts – two at the level you intend to work and one at another level). You must identify at least three strengths and three weaknesses for *each* site. **Part I will be submitted via a Blackboard Discussion Board Post.** For **Part II** of the assignment, you must create a school website using a website creation tool that mediates any weaknesses you detected in any of the three school websites you visited. Wix.com offers attractive templates that are easy to use. If you choose to use another tool besides Wix, please let me know in advance of your assignment. Be as creative as you would like. Remember that your website should be organized, visually appealing, and chockfull of information. Be sure to use this website to position yourself as the school leader that you are becoming. Let the *ASCA National Model* and *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools* inform your content choices. Remember that your website is a reflection of “your school,” yourself as a professional, and the profession of school counseling.

Grading Rubric:

Criteria	Points
Developed content for the website that includes the themes, foundation, management, delivery, and accountability of which a comprehensive school counseling program is comprised.	20
Developed content for the website that positions	10

you as a school leader.	
Created an organized and visually appealing website	5
Included media/video content related to school counseling subject areas	5
Crafted links on website that work as intended	5
Identified strengths/weaknesses of three school counseling websites	5
Total	50

4. FEMA IS-100.SC: Introduction to the Incident Command System for Schools (15 points) DUE DATE: 9/26

Complete online training program and upload certificate of completion via Blackboard per due date. (See <http://www.training.fema.gov/is/courseoverview.aspx?code=IS-100.SCa>) Scroll about ½ way down and you will see a list of courses you can take online. Find the course on school incidents, click the hyperlink and follow the directions. Print your certificate when you complete the course and upload to Blackboard.

5. School Counselor Interview & Paper (25 points)- DUE DATE: 10/10

Students are required to interview one school counselor (or the 504 coordinator) about his or her responsibilities relating to working with students, parents, and staff members regarding Section 504. The following questions should be included in your interview. Additionally, you may ask questions of your own choosing.

- What is the school counselor's role relating to 504? (If the 504 coordinator is NOT a school counselor, ask the coordinator to describe their role as a coordinator and how they collaborate with the school counselor).
- How does the school counselor/504 coordinator support teachers who have students in their classes that may qualify or have already qualified for 504 accommodations?
- What type of training did the school counselor/504 coordinator receive to help them with their 504 responsibilities? How often do they receive additional training?
- As the school counselor/504 coordinator, what type of transitional assistance is provided to students/parents as they move from level to the next (from elementary to middle school; from middle school to high school; from high school to workforce/college)?
- What strategies does the school counselor/504 coordinator use to ensure that they accurately complete all of their responsibilities related to working with students, parents, and staff members and Section 504?

Students are required to write a 2-3 page paper (using APA format) describing the key points of the interview. Additionally, the paper should include an overview of the history and trends in school counseling as they relate to Section 504. Information regarding the history and trends should be gathered from at least three sources (textbooks, professional organization websites, and at least two peer-reviewed articles (within the past 10 years). Students should also discuss how the interview impacted their conceptualizations of what it means to be a school counselor. Additionally, you should be prepared to share important aspects of your interview with the class.

Grading Rubric:

Criteria	Points
Utilized APA format	2.5
Provided an overview of the history and trends in 504 as it relates to school counselors	5
Included the required three resources with at least two peer-reviewed articles.	5
Detailed the key points of the interview	7.5
Discussed how the interview impacted their conceptualizations of what it means to be a school counselor working with a diverse population of student needs	5
Total	25

6. Professional Review of the Literature (25 points) DUE DATE: 10/24

Students are required to select a topic relating to Section 504 and write a 4-5 page (does not include title, abstract, sample 504 plan, and reference pages) research paper (in APA format) that includes a summary of the Section 504 Rehabilitation Act, description of the qualifying medical condition (QMC) they will be researching, areas the QMC will affect the student in a school setting, possible accommodations and the rationale for the use of the accommodations (based on the literature), and methods to help support the staff (nurses, teachers, and administration) in applying the accommodations. Use data from peer-reviewed literature to show a need for the intervention, behavioral characteristics of the problem (full description of problem), possible evidence based interventions or strategies to address the problem, gaps in the literature, and recommendations. References should include a minimum of five articles from peer-reviewed journals (the past ten years unless the literature is a seminal piece). In addition, students should prepare an annotated bibliography for their peers' review (no more than two pages, you may single space if necessary) AND a sample 504 Plan. All topics must be pre-approved and students will also present their research to the class.

Grading Rubric:

Criteria	Points
Utilized APA format	2.5
Used data from peer-reviewed sources (at least 5)	2.5
Provided a full description of the magnitude of the problem	5
Provided evidence based strategies to address the problem	5
Thoroughly explored gaps in the literature and recommendations for future study	5
Created an annotated bibliography for peers	2.5
Classroom Presentation	2.5
Total	25

7. School wide Cultural Competence Observation (50 points) DUE DATE: 11/7

Attend the training (during class) on the School-Wide Cultural Competency Observation Checklist (SCCOC). Enlist the support of your principal and staff. If possible, conduct a mini-session on school wide cultural competence. Be transparent about what you are doing. Form your assessment team of

about 5-6 members. Some possible choices for team members are: an administrator, team leaders, department chairs, the nurse or librarian, a parent. Meet with your team and go over the instrument so they understand how they are to conduct the assessment. Emphasize the need to do this first step without consulting with each other. Give them a time frame and a date for the next meeting when results will be compared. 1-2 weeks would be an appropriate amount of time to complete the checklist. Meet with your team to compare results. Ask each person to provide their top three strengths and top three challenge areas from their assessments. Reach consensus on which challenges the team will focus. Ask team members to think about actions that might help create a better learning environment based on the challenges that were chosen and email their ideas to you. Using the feedback you received from your team, create an action plan (remember the examples provided in the training) that seeks to remediate the three challenge areas and is consistent with the ASCA National and TEA Models. Be sure to focus on items that you can impact. Present your written action plan to the team for comments and refinement. Meet with the principal or leadership team to present the results. You will present your findings and action plan to our class as well.

Grading Rubric:

Criteria	Points
Thoughtfully completed SCCOC assessment	10
Provided detailed observations as evidence to support SCCOC assessment	10
Developed a thorough and clear action plan	15
Collaborated well with other school personnel	5
Provided three challenge areas for each staff category	10
Total	50

8. Mission, Program Goals, Calendar & Action Plan (75 points) DUE DATE: 11/28

As a school counselor, you will need to develop a mission statement to help guide the conceptualization of your school counseling program. These statements are always written as a team, and all members of the department must agree with this statement. The mission statement you develop will serve as a piece of the foundation for your comprehensive school counseling program; as such it should incorporate key elements from the school mission statement, the ASCA National Model and TEA's Model. Please review existing school counseling program mission statements for inspiration. Program goals define how the vision and mission will be accomplished and guide the development of curriculum, small group and closing the gap action plans. School counseling program goals are statements about a desirable outcome toward which the program is willing to devote resources. These goal statements address specific student outcomes. School counselors develop and publish calendars of school counseling events to inform students, parents, teachers, and administrators of what, when, and where school counseling activities will be held; to identify and communicate school counseling program priorities; and increase visibility of the school counseling program. There must be a plan detailing how the school counselor plans to achieve all desired results in order to assist the efficient and effective delivery of the school counseling program. Action plans are used in three areas of the school counseling program: school counseling curriculum, small groups, and closing- the-gap activities. All three types of action plans are similar and contain the following: goals to be addressed; domain(s), standard(s) and competencies, which are consistent with school and program goals; description of school counseling activities to be delivered; title of any packaged or created curriculum that will be used; timeline for completion of activities; name of person(s)

responsible for each activity; methods of evaluating school success using process, perception and outcome data; expected results for students stated in terms of what will be demonstrated by the student.

Your comprehensive school counseling program should include at least 3 small groups and at least 3 guidance lesson for the year (tailored and presented to all grades for which you are responsible). Your calendar should include activities that address all of your audiences (students, parents/guardians, school personnel, and community). You must provide direct and indirect student services in addition to program management and data analysis.

Remember, if you plan counseling activities on which to spend most of your efforts, you will less likely be responsible for non-counseling duties.

Grading Rubric:

Criteria	Points
Developed a comprehensive school counseling mission statement that incorporates key elements from your school's mission	7.5
Developed appropriate program goals	7.5
Composed a comprehensive annual calendar	15
Created a complete school counseling curriculum action plan (ASCA)	15
Created a complete small groups action plan (ASCA)	15
Created a complete closing-the-gaps action plan (ASCA)	15
	75

9. Final Exam (50 Points) DUE DATE: 12/5

Students will complete the Final Exam which is comprised of four open-ended questions.

Evaluation:

Assignment/Grades	Maximum Points
Attendance and Participation	25
Comprehensive School Counseling Website	50
FEMA IS-100.SC	15
School Counselor Interview: 504	25
Professional Review of the Literature: 504	25
Chapter Presentations	25
Schoolwide Cultural Competence Observation	50
Mission, Calendar & Action Plan	75
Final Exam	50

Total Points: 340

Grades

298-340 A

255-297 B

223-255 C
Below 222 F

Schedule

Date	Chapter Reading (readings are to be done outside of class)	Assignments Due
8/29/2017	Chapter 2 The ASCA National Model : Developing a Comprehensive, Developmental School Counseling Program	
9/05/2017	Chapter 16 & (Guest Speaker) The Professional School Counselor and Students with Disabilities	
9/12/2017	Chapter 3 Transformational Thinking in Today's Schools	NO CLASS- BLACKBOARD ASSIGNMENT WEBSITE PART I DUE
9/19/2017	Chapter 4 Systemic, Data-Driven School Counseling Practice and Programming for Equity	
9/26/2017	FEMA TRAINING	NO CLASS- FEMA TRAINING Fema Training Certificate Due
10/03/2017	Chapter 5 Accountability: Assessing Needs, Determining Outcomes, and Evaluating Programs Website Presentations	Website PART II Due
10/10/2017	Chapter 10 & (GUEST SPEAKER) Developmental Classroom Guidance	School Counselor Interview Due
10/17/2017	Chapter 13 Counseling Individuals and Groups in School	NO CLASS- BLACKBOARD ASSIGNMENT
10/24/2017	Chapter 17 Helping Students with Mental and Emotional Disorders	Professional Review of Literature

10/31/2017	Chapter 7 Ethical, Legal, and Professional Issues in School Counseling	NO CLASS- BLACKBOARD ASSIGNMENT
11/07/2017	<i>SCCOC PRESENTATIONS & RELATED SERVICES COUNSELOR: GUEST SPEAKER</i>	SCCOC Due
11/14/2017	No Class- Blackboard Assignment	NO CLASS
11/21/2017	Thanksgiving Break	NO CLASS
11/28/2017	Mission, Calendar, & Action Plan Presentations	Mission, Calendar, & Action Plan
12/05/2017	Final Exam	No Class: Blackboard- Final Exam Due by 11:59 pm

ONLINE CLASS DATES (We will not meet on these dates, however, you will have assignments on Blackboard. Completion of these assignments will be used to calculate your participation and professionalism points). Failure to complete the online assignments will be considered an absence. Please refer to the Counseling Department Attendance Policy.

Dates: 9/12, 9/26, 10/17, 10/31, 11/14, 11/21, 12/05

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Sam Houston State University Academic Policy Statement 100728. Students are to turn off all cell phones while in the classroom. Please return phone calls and texts during the scheduled break and not during class. Points will be deducted for failure to adhere to this requirement.
 - Technology during exams: Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination.
 - Technology in emergencies: Please inform instructor the need to have phone available

in emergency situations

- **Recording Policy**
- Students who wish to record lectures or class content must request permission from the professor prior to doing so. The nature of counselor preparation courses is such that students may sometimes share personal information, or the personal information of others who contribute to their assignments such as volunteer s for assessment instruments, interviews, and other practice activities. This requires that we respect the privacy of clients/students and volunteers. Therefore, students must secure permission from the professor prior to taping. If permission to record is granted by the professor, students must cease taping when fellow students share personal or confidential information during class. In addition, in order to promote an academic atmosphere of trust, respect, and safety, students may not take pictures or make videos with cell phones or other electronic or mechanical devices without the permission of the professor and fellow students who would be included.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

1) Students are permitted to miss one class (3 hours) with no penalty, but an email to the professor of the class is expected beforehand. 2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. 3) A drop of a letter grade will occur for each subsequent absence. 4) Repeated lateness will count towards an absence.

For the online portion of this class, failure to participate in a weekly discussion board, reflection paper, or other format will constitute an absence. Because our class meets on Tuesdays, our online work week will begin on Tuesday and end on Monday at 11:59 p.m. You will have until 10 p.m. Thursday to make an original posting. You must respond to at least three of your peers by Monday at 11:59 p.m. It is expected that you will NOT wait until the last moments before the week's deadline to post, an original and response posts are expected to be well-thought out and complete.

Late Work Policy

- 1) Late work will not be accepted or awarded credit.
- 2) There will be no make-up work.

Course Expectations

Students will take the Texas Examination of Educator Standards (TExES) after completing the department comprehensive exams (CPCE). An online version of the exam can be found using the following link: http://cms.texas-ets.org/files/9713/5722/8070/school_counselor_152.pdf. Please use the preparation manual to prepare for the test at the end of your program. Once you pass your comprehensive exam, your name will be electronically added to the list of students permitted to receive a bar code to register for the exam.

College of Education Information

Accreditation



The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.