



Knowledge to Go Places



Colorado State University
School of Education
Course Outline for ED552
**School Counseling Program Delivery &
Evaluation**
Section 01; W 6:00-8:50; Fall 2009

The Counseling and Career Development program prepares professional counselors to help people of all ages develop the self awareness, exploration and decision making skills needed to live effective lives within a pluralistic society.

The mission of the Colorado State University graduate program in the School of Education is to model and guide leadership by facilitating learning, discovery, inclusion, and positive change.

The mission and goal are captured in the following theme:
"Leading learning communities."

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Office Hours: 2:00-4:00 W and by appt.

Credits: 3 (3-0-0)

Prerequisites: ED 550

Co-requisites: None.

Catalogue Description: Prepare professional school counselors for effective school counseling program development, delivery, and evaluation.

Required Texts

Erford, B. T. (2007). *Transforming the school counseling profession (2nd ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.

American School Counselor Association. (2003). *The ASCA national model*. Alexandria, VA: Author.

American School Counselor Association. (2003). *The ASCA national model workbook: A companion guide for implementing a comprehensive school counseling program*. Alexandria, VA: Author

American Psychological Association. (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, DC: Author.

Recommended Text

Stone, C. B. & Dahir, C. A. (2007). *School counselor accountability: A measure of student success* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Course Description: The topics examined in this course include the following: (a) counseling curriculum selection and development; (b) district/school-wide career guidance and assessment programs; (c) classroom guidance delivery including classroom management; (d) special issues surrounding student services and student advocacy; (e) special program delivery issues and coordination of services; (f) school crisis planning; (g) ethical and legal issues in school counseling; (h) program evaluation.

Upon completion of this course students will be able to:

1. utilize strategies to promote, develop, and enhance effective teamwork within the school and larger community.
2. identify strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.
3. demonstrate knowledge and skills necessary for conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.
4. describe and critically evaluate such ancillary programs as peer helpers, teachers as advisors, and conflict mediation.
5. outline legal issues critical to professional school counseling.
6. demonstrate an understanding of how to coordinate service delivery for students.
7. create an action/implementation plan for demonstrated school need concerning technology.
8. demonstrate an understanding of essential components of a school crisis plan.
9. articulate an understanding of how to appropriately carry out evaluation of a comprehensive school counseling program.

Knowledge Base: This course is an advanced level course for students enrolled in the graduate program, Counseling/Career Development. The knowledge base of this course is founded in the experience of the instructor, current and historical literature related to school counseling and guidance programs, and textual material as well as computer and video resources utilized in the course. The overall purpose of this course is to provide the foundational preparation necessary for professional school counselors to effectively implement and evaluate comprehensive school counseling services.

Instructional Methodology: This course is designed to model a constructivist learning environment that honors the skills and knowledge of the students in the course. Course content will be covered primarily through student-led discussions and interactive classroom activities.

Core Objectives: (CACREP Standards Indicated Below Objective)

Students will be able to demonstrate appropriate professional knowledge regarding the following critical areas:

1. Program implementation and delivery in elementary, middle, and high schools.
C1b: design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home.
2. Curriculum selection and development
B3: integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.
B5: methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community.
B6: methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs.
3. District/school-wide career guidance
B2: coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students.
B3: integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.
B4: promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.
B6: methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs.
4. Overseeing school-wide assessment programs
A4: strategies of leadership designed to enhance the learning environment of schools.
C1a: use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes.
5. Conducting classroom guidance, including writing lesson plans and classroom control strategies
B3: integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.
6. Service to special student populations (gifted/talented, and special education)
C1d: identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies.
C2d: issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide).

C2e: developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options).

C3d: knowledge and skills in conducting programs that are designed to enhance students' academic, social, emotional, career, and other developmental needs.

7. Services to culturally diverse students

A8: the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling.

8. Services to at-risk student populations

C2d: issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression and suicide).

C2h: approaches to recognizing and assisting children and adolescents who may use alcohol or other drugs or who may reside in a home where substance abuse occurs.

9. Peer helper and teacher advisor programs

B3: integration of the school counseling program into the total school curriculum by systematically providing information and skills training to assist pre-K-12 students in maximizing their academic, career, and personal/social development.

B4: promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.

C2c: approaches to peer facilitation, including peer helper, peer tutor, and peer mediation programs.

C3a: strategies to promote, develop, and enhance effective teamwork within the school and larger community.

10. Parent and community education

B5: methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community (currently covered minimally).

C2f: constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success.

C2g: systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence the students and affect each system.

C3b: theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate.

C3c: strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.

11. Planning and conducting teacher in-service

A4: strategies of leadership designed to enhance the learning environment of schools.

B4: promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.

B5: methods of planning for and presenting school counseling-related educational programs to administrators, teachers, parents, and the community.

12. Technology and the school counselor

A10: knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.

C1g: use of technology in the design, implementation, monitoring and evaluation of a comprehensive school counseling program.

13. Academic advising

A10: knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.

C2e: developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options).

14. School crisis planning

B7: knowledge of prevention and crisis intervention strategies.

15. Legal issues relevant to school counselors

A7: current issues, policies, laws, and legislation relevant to school counseling.

A11: ethical and legal considerations related specifically to the practice of school counseling (e.g., the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors).

16. Admissions procedures for post-secondary education

C2e: developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options).

17. Developmental School Counseling Program Evaluation

B6: methods of planning, developing, implementing, monitoring, and evaluating comprehensive developmental counseling programs.

C1a: use, management, analysis, and presentation of data from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement), surveys, interviews, focus groups, and needs assessments to improve student outcomes.

C1b: design, implementation, monitoring, and evaluation of comprehensive developmental school counseling programs (e.g., the ASCA National Standards for School Counseling Programs) including an awareness of various systems that affect students, school, and home.

C1c: implementation and evaluation of specific strategies that meet program goals and objectives.

Evaluation Criteria for all Components:

It is expected that enrolled students will (a) attend class, (b) be on-time for class meetings, (c) read the textbooks and supplemental materials, (d) and participate through class discussions, web-based discussions, role-plays and other class activities.

Further, portfolio assignments will be evaluated on (a) the degree of excellence and the quality of the essential attributes; (b) fulfillment of specific criteria as outlined in the portfolio guidelines/rubrics; (c) writing quality including organization, style, proofreading effort, clarity, and mechanics.

Assessment: It is expected that all components below (with the exception of the staff development workshop and the classroom curricula) will be completed independently. Grades will be determined by points earned through the successful completion of the following professional portfolio components:

<i>Assignment</i>	<i>Points Possible</i>	<i>Percentage of Grade</i>
Component 4: Ethical and Legal Brief	10	5 %
Component 8: Close the Gap Plan	20	10 %
Component 10: Staff Development Workshop	30	15 %
Component 13: Partnership Plan	10	5 %
Component 14: Technology Inventory	20	10 %
Component 15: School Board Presentation	30	15 %
Component 16: Sample Crisis Plan	10	5 %
Component 18: Program Evaluation Plan	20	10 %
Component 21: Classroom Curricula	30	15 %
Component 23: Consultation Field Experience	20	10 %
<i>TOTAL POINTS</i>	<i>200</i>	<i>100 %</i>

Grades will be assigned according to the following scale:

A+ = 98%-100%	C+ = 77%-79%
A = 93%-97%	C = 73%-76%
A- = 90%-92%	C- = 70%-72%
B+ = 87%-89%	D+ = 67%-69%
B = 83%-86%	D = 63%-66%
B- = 80%-82%	D- = 60%-62%
	F = Below 60%

Assignment Details:

*** All writing assignments must adhere to the formats presented in the Publication Manual of the American Psychological Association (5th ed.). Follow the guidelines specifically set forth in chapters 1-3 and 5 regarding work for publication. As graduate students I expect a high degree of independence and responsibility. There will be no tolerance for plagiarism or academic dishonesty.*

Details for the successful completion of each of the portfolio components are outlined in the directions on the portfolio template distributed to all students at the beginning of this class. Further performance expectations are articulated in the grading rubrics for each portfolio component as presented on the RamCT website for the class.

COMMONLY ASKED QUESTIONS

1. ***Can I turn in assignments late?*** *I expect all assignments to be completed and ready for review at times articulated in the class schedule section of this syllabus. If you are experiencing difficulty completing components as on time, I expect timely and close communication.*

2. ***Can I have my work reviewed prior to turning it in for a grade?*** *I am willing to review each component once before it is due, but I must receive the work at least one week prior to the due date so there is adequate time to review it and return it. Keep in mind that large class sizes may require a longer review period. Also, in reviewing components I will only be looking for style, technical, and formatting issues; ensuring appropriate content and adequate literary support for your ideas is your responsibility as a student, and inadequacy concerning these standards may result in a low grade in spite of the fact that I had reviewed your portfolio component.*

3. ***Are there any opportunities to redo work or earn extra credits?*** *There are no extra credit opportunities in this course. However, you are allowed to revise your work and notify me that you would like a re-evaluation. You must allow adequate time for such re-evaluations prior to the end of the semester.*

4. ***What is the most effective way to resolve any questions or concerns regarding assignments or class expectations?*** *In general, it is not effective to address individual issues regarding assignments and course expectations during class time (this includes arrangements for absences). Most questions and concerns can not be addressed properly at the beginning of class or during class breaks. Every issue deserves my thoughtful and complete attention, so please make arrangements to see me in private.*

5. ***Will there be a final exam?*** *There will not be a final exam, however class will meet during the final exam time and attendance is required.*

Other Important Considerations:

1. **Academic Integrity and other Student Responsibilities:** The application of Colorado State University's policies on student responsibilities, including academic integrity, as outlined in the college catalog, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students. It is fully your responsibility to understand plagiarism; if I find that your work is not original and/or is not appropriately referenced, action as outlined in the student handbook will be taken. Further, disruptive and/or disrespectful behavior in the classroom impedes learning for all students. Disruptive behavior will be addressed, and the student may be asked to leave the classroom if such behavior continues.

2. **Class Attendance:** Class attendance is an important part of the learning process. As graduate students, I expect that you will make adult and appropriate decisions concerning the need to miss class, therefore, attendance will not be considered in your grade. However, be advised that you

3. Inclement Weather: Unless the university has closed for weather related reasons, you can assume that the class is meeting. If you are unsure, call my office and check on the status of class (I have scheduled office hours prior to every class meeting). If the university has not closed and class is meeting, but you feel that coming to class would endanger yourself or others, please make the right decision for yourself. I trust that you are capable of making adult decisions concerning such matters, and I do not want anyone to put themselves at risk.

4. Accommodations for Successful Learning: If you have a documented disability that warrants accommodations in the course, please make an appointment to see me at your earliest convenience. I am committed to facilitating your success. I am willing to make appropriate accommodations that will increase your learning opportunities in this class. If you have not already contacted the Office of Resources for Disabled Students, please do so. They are located at: 100 General Services Building; Telephone Number: (970) 491-6385.

Course Resources:

American School Counselors Association. (Refereed Professional Journal). *Professional school counselor*. Alexandria, VA: Author.

Bitney, J. (1996). *The no-bully program: preventing bully/victim violence at school*. Minneapolis, MN: Johnson Institute.

Bryant, B. K. (Ed.). (1994). *Counseling for racial understanding*. Alexandria, VA: American Counseling Association.

Cobia, D. C. & Henderson, D. A. (2003). *Handbook of school counseling*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

Comerci, G. D. (1992). *Eating disorders in adolescents*. Thorofare, NJ: SLACK Inc.

Criss, K. E. (1997). *Peer mediation in schools: A pathway to solving conflict*. Portland, ME, University of Southern Maine.

Capuzzi, D. (1994). *Suicide prevention in the schools: Guidelines for middle and high school settings*. Alexandria, VA: American Counseling Association.

Flexer, R. W., Simmons, T. J., Luft, P., & Baer, R. M. (2005). *Transition planning for secondary students with disabilities (2nd Ed.)*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

Fuller, M. L., & Olsen, G. (1998). *Home-school relations: Working successfully with parents and families*. Boston: Allyn & Bacon.

Glasser, W. (1990). *The quality school: Managing students without coercion*. New York: Harper & Row, Publishers.

- Hazler, R. J. (1996). *Breaking the cycle of violence: Interventions for bullying and victimization*. Washington, DC: Accelerated Development.
- Herring, R. D. (1998). *Career counseling in schools: Multicultural and developmental perspectives*. Alexandria, VA: American Counseling Association.
- Hinkle, J. S. (1995). *Family counseling in the schools: Effective strategies and interventions for counselors, psychologists and therapists*. Greensboro, NC: ERIC/CASS.
- Jepsen, D. A. (1992). *The school counselor and comprehensive programs for work-bound youth: Position paper*. Alexandria, VA: American Counseling Association.
- Kampwirth, T. J. (2003). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems (2nd Ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Kottler, J. (1997). *Finding your way as a counselor*. Alexandria, VA: American Counseling Association.
- Kutnick, P., & Rogers, C. (1994). *Groups in schools*. New York: Cassell.
- Littrell, J. M. & Peterson, J. S. (2005). *Portrait and model of a school counselor*. Boston, MA: Houghton Mifflin Company, Lahaska Press.
- Muro, J. J., & Kottman, T. (1995). *Guidance and counseling in the elementary and middle schools: A practical approach*. Madison, WI: Brown & Benchmark.
- Myrick, R. D. (1997). *Developmental guidance and counseling: A practical approach (3rd ed.)*. Minneapolis, MN: Educational Media Corporation.
- Overton, S. (2005). *Collaborating with families: A case study approach*. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.
- Pedersen, P., & Locke, D. C. (1996). *Cultural and diversity issues in counseling*. Greensboro, NC: ERIC/CASS.
- Schmidt, J. J. (1999). *Counseling in the schools: Essential services and comprehensive programs (3rd ed.)*. Needham Heights, MA: Allyn & Bacon.
- Sciarra, D. T. (2004). *School counseling: Foundations and contemporary issues*. Belmont, CA: Brooks/Cole.
- Studer, J. R. (2005). *The professional school counselor: An advocate for students*. Belmont, CA: Brooks/Cole.
- Tindall, J. A. (1995). *Peer programs: an in-depth look at peer helping; planning, implementation, and administration*. St. Charles, MO: Rohen and Associates.

Class Calendar and Assignment Grid

This class schedule is subject to change by the instructor dependent upon the scheduling of outside resources and the needs of the class.

Date	Reading Covered	Related Portfolio Component	Topics Covered	Objectives Addressed	Components Due/Guest Speakers
Aug. 26		Personal Data	Overview – Syllabus Determination of Learning Activities		
Sep. 2	Chapters 1, 2, & 3		Review Foundations Research and Literature Licensure and Professional Development	1 3	*Mr. Mark Sikora
Sep. 9	Chapter 4	4	Ethical Standards Laws Relative to School Counseling School Violence / No Tolerance Policies	15	* Dr. Rod Lucero
Sep. 16	Chapters 5, 13		Systemic Oppression and Barriers Based on Culture and other Social Factors that Lead Students to Risk of Failure	7 8	4 Ethics Mr. Marc Fortney
Sep. 23	Chapter 6	10 & 15	School Counselors as Systemic Change Agents In-service for Teachers Systemic Student Advocacy	3 10 11	Ms. Norma Huerta Kelley
Sep. 30	Chapter 16		Serving Students With Mental and Emotional Disorders / Child Abuse	6 8	Child Advocacy Center
Oct. 7	Chapter 11	13	Collaborative Relationships Program Outreach/Super.	10	*Ms. Jen Smela
Oct. 14	No Class - Dr. Carlson in San Diego		*Applied Learning Experience – Portfolio Development		
Oct. 21	Chapter 15	23	Consultation Multidisciplinary Teams Special Needs Students	10 6	13 Partner. Mr. Brad Stone

Oct. 28	Chapter 10	14	System-Wide Career Guidance Educational Planning The Role of Technology	12 13 16	10 Staff Dev. Mr. John Fuller CCHSR/CR Ms. Heather Hiebsch
Nov. 4	Chapter 9		Group Counseling Interventions Individual Counseling	13 16	15 School Bd. *Ms. Janie Wald
Nov. 11	Chapter 8	21	Classroom Guidance Curriculum Curriculum Delivery	2 3 5	8 Gap
Nov. 18	No Class – See note in last column * Chapters 7 & 12 <i>School Counselor Accountability: A MEASURE of Student Success</i>	8 & 18	Review/Preview School Assessment Programs Planning Services Based on Assessments Program Evaluation & Accountability	1 3 4 17	21 Curriculum *We will be meeting at the CoSCA conference in Denver Nov. 19 for this class session
Nov. 25	No class -- Thanksgiving Break				14 Tech.
Dec. 2	Chapter 14 & Supplemental Handouts	16	Advisory Programs Peer Counseling/Mediation Programs Crisis Planning	9 14	18 Program Evaluation *Mr. Mark Cummings
Dec. 9	Computer Lab Day		*Applied Learning Experience – Portfolio Development		23 Cons. FE
FINAL EXAM Wed. Dec. 16 8-10pm					16 Crisis – ALL DUE Share Completed Portfolio