

ED 589 – MOVING TOWARD A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

SYLLABUS

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COURSE DELIVERY:

Print-Based Correspondence Course

CREDIT HOURS:

Three Semester Hours

PREREQUISITES:

A baccalaureate degree is required for graduate level courses.

CATALOG DESCRIPTION:

This course is designed to provide counselors with tools to begin and or continue the shift from a service model of school counseling to a program model that is comprehensive in nature, developmentally appropriate, preventative by design and guided by curriculum. It provides an opportunity for counselors to examine, refine and revise their current counseling model and practices through action plans, guidance lessons, assessments and results data.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Identify current practices in school counseling.
2. Align current practices with national standards for school counseling.
3. Use data to drive decisions regarding counseling responsibilities.
4. Transition from a service model of counseling to a program model that is preventative in nature and broad in scope.
5. Develop assessments and evaluative measures that tie counseling activities to improvements in student achievement and behavior.
6. Design counseling program components that target all students and support individual and group achievement goals.

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COURSE REQUIREMENTS:

The following assignments along with all components are to be completed in order to receive credit for this course. It is recommended that the first assignment be mailed or emailed for evaluation and returned, however all of the completed assignments may be mailed or emailed to the instructor upon completion. Work mailed will not be returned unless a self addressed stamped envelope is provided. There is a required text; the text's companion workbook is optional.

1. Read assigned pages in the required text and submit responses.
2. Develop a personal action plan regarding an area of concern in your school.
3. Choose one standard from each standard domain: academic, personal/social, and career. Develop a classroom guidance lesson for each standard. Your personal action plan may guide your lessons.
4. Using one of your three classroom guidance lessons, develop a pre- and post-assessment tool that measures the learning outcomes of the lesson. Choose the appropriate grade level in your school to teach your lesson and distribute the pre-assessment to a random sampling of those students before the guidance lesson is taught. Distribute the post-assessment after the lesson is taught. Calculate the results and write a summary.
5. Using the written summary and any other measurable data from assignment three, design a presentation of your results to present to the faculty.

COURSE MATERIALS: REQUIRED

To order textbooks or obtain information about book titles you may go to www.exstudies.adams.edu and click on the "ASC Bookstore" icon.

Use **Section Number: 1113** to order books from Bookstore site.

Bowers, J., Hatch, T., (2003) The American School Counseling Association, a framework for school counseling programs, Alexandria, VA.

SUGGESTIONS FOR READING AND RELATED WEBSITES:

Bowers, J., Hatch, T., (2004) The American School Counseling National Model, workbook, Alexandria, VA.

American School Counseling Association: www.schoolcounselor.org

Boulder Valley School Counseling: www.bvsvd.org, click on bvsvd A-Z, then click on curriculum

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ADA STATEMENT:

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.