

NIAGARA UNIVERSITY
Department of Educational Leadership and Counseling
EDU 662 Organization and Administration of the Guidance Program
Fall 2006

Instructor: Roselind Gullo Bogner, Ph.D., LMHC
Location: St. Vincent's Hall Room 209
Time: 9:00-5:00 Saturday (Sept. 9&30, Oct..21, Nov. 18, & Dec. 2)
Phone: 286-8545
Office Hours: Timon Hall Room 2
Monday 3:30-5:30
Tuesday 1:30-3:30
Wednesday 12:30-2:30
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Course Description

This three-credit course is designed to develop a philosophy of guidance activities with emphasis on the major services, plans of organizing them, school personnel needed and their functions, continual growth of the services, and the evaluation of the effectiveness of the program.

Required Text

American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs, Second Edition*. Alexandria, VA: Author.

Recommended Texts

Scarpaci, Richard (2007). *A Case Study Approach to Classroom Management*. Boston, MA.

Carolyn Stone (2005). *School Counseling Principals, Ethics and Law*. Alexandria, VA: American School Counselor Association.

Various readings to be assigned throughout the semester.

Course Objectives

1. To align The National Standards for School Counseling Programs with the New York State Learning Standards
2. To be familiar with the Secretaries' Commission on Achieving Necessary Skills (SCANS), Initiative for Transforming School Counseling, No Child Left Behind Legislation, Developmental Assets
3. To understand the impact of federal laws and local policies regarding students with disabilities

4. To plan, write and implement effective lesson plans that are part of the school guidance curriculum
5. To utilize evaluation measures frequently in order to demonstrate the effectiveness of counseling programs in measurable terms
6. To demonstrate how school counseling programs positively impact students' academic success through the use of data
7. To demonstrate a working knowledge of the delivery system and management system required to deliver the school counseling program
8. To examine the changing role of school counselors with emphasis on the impact of technology
9. To compare several models of comprehensive school guidance and counseling programs (K-12)
10. To understand the phases of developing a comprehensive guidance program (planning, designing, implementing, and evaluating)
11. To have a working knowledge of The New York State Career Plan Initiative and the New York State Learning Standards for Career Development and Occupational Studies (CDOS)
12. To become prepared educational leaders who are an integral part of the educational system
13. Follow established professional ethical guidelines regarding multicultural counseling
14. Understand the changing role of school counselors with emphasis on the impact of technology
15. Address the needs of special populations, such as: learning disabled, gifted, gay/ lesbian, etc.

Methods of Teaching

This course is framed within a constructive perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking, and reflection and social interaction. Instructional methods will include class and small group discussions, individual and cooperative activities, presentations by instructor and classmates, and internet and library searches.

Course Attendance and Participation

Your presence at each class is expected. Please notify the instructor if you expect to be absent from class due to illness. Absences will adversely affect your final grade because active participation in all class activities is an essential aspect to your achieving the required knowledge and skills.

Academic Integrity

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principle violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission

Plagiarism is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University's policy on cheating, plagiarism, procedures and penalties.

Students with Disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Assignments:

1. Participate in class discussions and small group activities (3 points per class =15%).
2. Public relations activities related to developmental school counseling programs (10%).**Sept.30/ Oct. 21**
3. Compare the New York State Comprehensive School Counseling Model to another state's model (20%).**Nov.18**
4. Write and present lesson plans related to the ASCA National Standards and the New York State Learning Standards (20%).**Sept. 30 / Oct. 21**
5. Develop a sample comprehensive developmental school guidance and counseling program
Written individual section (20%) of Group report. Group Presentation (15%). **Dec. 2**

Grading:

A letter grade will be determined by the instructor based upon overall performance in class activities, written assignments, and group project.

Final Grades will be determined according to the following:

98-100 = A+	80-82 = B-
93-97 = A	78-79 = C+
90-92 = A-	73-77 = C
88-89 = B+	70-72 = C-
83-87 = B	

Course Calendar Fall 2006

- Sept. 9 Introduction to the course, NYSSCA and ASCA Model programs,
 ASCA National Standards for School Counseling
 Programs, SCANS, New York State Learning Standards
 For Career Development and Occupational Studies (CDOS)
 School Profiles, Job Descriptions
 Hunter - Essential Elements of Instruction,
 Bloom's Taxonomy
 The Education Trust
 National Center for Transforming School Counseling, ,
- Sept. 30 **Lesson plan presentations**
Academic Development Standards
Personal/Social Developmental Standards
 No Child Left Behind (NCLB), 40 Developmental Assets
 Academic Intervention Services
 Graduation requirements
 Public Relations Activities
Mrs. Elizabeth McKeoun
 Lake Shore Central Schools (Elementary Counselor)
 Laws and policies regarding students with disabilities
- Oct. 21 **Lesson plan presentations**
Career Development Standards and CDOS
 NYS Career Plan Initiative, Staff Development
 Plans, Counselor and Administrator relationships
 Peer Helping programs
 Prepare for Group Presentation
 Public relations activities
- Nov.18 Compare the New York State Model and other state models
 Planning, designing, implementing, and evaluating comprehensive school
 counseling programs
 Guidance Plans
 Prepare for presentations
- Dec. 2 **Completion of written group projects and class presentations**
 Course Evaluations
 Conclusions

pjoThis calendar is subject to change at discretion of the instructor

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ORGANIZATION AND ADMINISTRATION OF THE GUIDANCE PROGRAM
EDU 664 FALL 2006
CLASSROOM PRESENTATION FEEDBACK

Dr. Roselind Bogner

Student: _____

Date: _____

STANDARD: _____

PLEASE RATE EACH ITEM ON A 1-5 SCALE, WITH 1 INDICATING THE LOWEST RATING
 Your personal opinions, positive comments, and constructive suggestions for any of the grading
 criteria are welcome. Additional comments may be written on back of form.

INTRODUCTION/ANTICIPATORY SET	1	2	3	4	5
CLARITY OF CONCEPTS	1	2	3	4	5
RATIONALE	1	2	3	4	5
OBJECTIVE/COMPETENCY	1	2	3	4	5
RELEVANCE TO COUNSELING	1	2	3	4	5
INCREASED KNOWLEDGE	1	2	3	4	5
MODELING/GUIDED PRACTICE	1	2	3	4	5
TEACHING TECHNIQUES	1	2	3	4	5
CHECK FOR UNDERSTANDING	1	2	3	4	5
CLOSURE /CONCLUSIONS	1	2	3	4	5
INDEPENDENT PRACTICE	1	2	3	4	5
PERSONAL QUALITIES) (VOICE/APPEARANCE/MOTIVATIONAL SKILLS	1	2	3	4	5
OVERALL RATING	1	2	3	4	5