

School Counseling Program

Course Descriptions

Introduction To School Counseling

Candidates are introduced to the role of the school counselor and the relationship of the school counseling program to the educational mission of school. The following school counseling topics are addressed in this introductory course: perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling and an overview of counseling theory as applied to the child and adolescent in a school setting. Initial introduction to school counseling skill development will focus on solution focused, brief counseling and cognitive behavior approaches. Candidates will explore the school counselor's work in the context of leadership, advocacy, collaboration, consultation, coordination of services, multiculturalism and working with diverse student populations, technology and the use of data to inform decisions. Included in this course are the modules required for the NYS Child Abuse certificate and for Project Save.

Human development

Candidates will study of human growth and development from birth through aging and death. The course focuses on the physical, cognitive, social, personality and emotional development as a series of progressive changes resulting from the interactions of biological, psychological and sociological forces the environment. Special emphasis is placed upon the development characteristics of school aged youth within a multicultural and diverse society and takes an in-depth look at theory, research and applications in the areas of learner development, and differences. Included in this course will be five hours of practicum experience and direct involvement with practicing counselors in a school site or community based organization. (Equivalent to HREL 601).

Foundations of Counseling

Candidates will examine the philosophical and theoretical foundations of counseling theory and practice and how these are applied to prevention, development, empowerment and change of individuals. In this introduction to the field of counseling, candidates will explore the process, development and acquisition of basic counseling knowledge and skills appropriate in the delivery of human services through the helping relationships. Counseling approaches are examined within the respective fields of school and mental health with an emphasis on multicultural issues, future trends and the integration and application of counseling theories. Counseling practices related to specific theoretical orientations will be presented and discussed.

Group Dynamics, Leadership and Facilitation Skills

Candidates will acquire knowledge and experience with methods, materials, leadership skills and counseling techniques appropriate for group work in a school setting. Principles and practices of group counseling, group dynamics, group leadership and group processes with students and parents will be taught and utilized. The course will specifically address group counseling and group guidance approaches for promoting academic, career and personal/social success for all students. Candidates will learn to plan, organize, facilitate and evaluate success of small groups within the educational setting. Examples of group work would include: support, life skills, career planning and exploration, peer pressure, motivation, grief/loss, friendship and study skills. Ethical consideration in group work with all children and adolescents, including under-served and under-represented populations will be addressed utilizing the ASCA and ACA Code of Ethics.

Social Justice, Diversity, and Cultural Issues

Candidates will explore and develop strategies for interacting and working with diverse communities as identified by race, ethnicity, gender, class, sexual orientation, age, disability or religion. Candidates will identify and demonstrate strategies and skills for promoting student success through culturally sensitive advising, consulting and counseling with emphasis on strategies for optimizing academic achievement, career development and personal success. Methods for positively impacting social, cultural, diversity and equity issues, including the possible effects of culture, race stereotyping, family, socio-economic status, gender, sexual identity, language and values on student development and progress in the school setting will be addressed throughout the course. Course content/methodology will emphasize small group activities, collaboration, use of data to create equity for all students, and opportunities to take an active role in supporting all students.

Consultation: School and Community

School counselor education candidates acquire the knowledge, skills, and abilities necessary to function as a consultant, a primary function of the school counselor. A comprehensive model of school consultation will be presented and the candidate will implement this model in a school setting with classroom teachers and pupil services personnel, and additionally with community agency staff. Particular emphasis will be placed on consultation with parents, teachers, and mental health providers in the schools and in community based organizations. Candidates will learn to select appropriate strategies for use with diverse populations including families and school and community agency staff.

The School Counseling Program: Development, Implementation and Evaluation

Candidates will learn the content and process for the implementation of 21st century school counseling programs that are comprehensive, developmental in design and based on the national standards for school counseling programs. Through the use of needs assessments, school report cards, high school profiles and other achievement and student-based data, candidates will identify elementary, middle and high school priorities for their school counseling programs. Consultation and collaboration models will be used to integrate the educational reform agenda, the NYS Learning Standards, and student skills and knowledge with school counseling program priorities, strategies and accountability. Candidates benefit from working closely with school counseling practitioners to gain an understanding of professional identity.

Technology Literacy for School Counselors

This course provides school counselors with the technical skills and theoretical knowledge needed to integrate technology into their work with today's students and their families. Topics for the course include: locating, interpreting and using Internet information (e-mail, WWW, newsgroups, mailing lists, chats); using databases to monitor student progress and promote academic achievement; creating and maintaining a school counseling web site; creating and hosting on-line forums for students and families; creating presentations using specialized presentation software; evaluating software and hardware; creating a technology plan for the school counseling department and program; addressing the legal and ethical issues related to the use of technology and the internet by students; and using technology to monitor student progress and identify areas that require efforts for improvement. Additionally, school counselors will become familiar with web sites and technology resources to support career awareness and development and the post secondary planning process.

Contemporary Issues and Practices in Education and School Counseling

Candidates will acquire knowledge and understanding regarding their role as an educator in the American educational system. The current educational reform agenda including academic learning standards, curriculum, instruction, leadership, organizational structure, school culture and school climate will be addressed. The course will explore models of the change process and its impact on educators. Candidates will explore current issues facing educators and school counselors and develop models that promote collaboration and team work among education professionals, home, and community and address the needs diverse student populations.

Family Dynamics and Community Resources

School counselor candidates will acquire effective strategies to develop positive relationships between school, community and family. Candidates will learn effective ways to include family members as active contributors in their child's education and well being. Family influences on the child's academic, career and personal/social success will be addressed. Candidates will learn how to consult and create collaborative teams to include school personnel, families and community agencies in supporting success for all students. Candidates will examine concepts of family dynamics, range of family dynamics and dysfunction requiring referral and utilization of community resources. The course will explore diversities inherent in families and focus on ways of relating to families who differ from others in age, race, ethnicity, economics and family form and function.

The Special Needs Student

Candidates will become knowledgeable with an overview of the special needs student in today's schools and with the knowledge and skills to better advocate on behalf of students and their families. Candidates will have the opportunity to explore a variety of exceptionalities to include: communication disorders, learning and emotional disabilities, mental retardation, conduct and behavioral disorders, orthopedic impairments, traumatic brain injuries, hearing and vision impairments, gifted and talented, ADD/ADHD and challenges faced by language minority students. Candidates will become familiar with the criteria for Special Education as presented in IDEA, in the NYS Part 200 Commissioner's Regulations and in 504. Issues of diversity and multicultural considerations will be addressed as they apply to student referral and placement within the educational setting.

Transitions and Post Secondary Opportunities

This course will provide school counselors with the knowledge and skills to help students leave school with the academic preparation essential to choose from a wide range of post secondary options, including college. The course will focus on academic developmental needs of students as they transition from elementary to middle school, from middle school to high school and from high school to quality post secondary options and opportunities. Discussion will focus on student preparation, equity and access to equal education opportunities, pre-college guidance and counseling program, post secondary and college search, college entrance testing, scholarships and financial aid, preparing letters of recommendation, post secondary college admissions review, ethics in the admissions process, and preparing students for the transition after high school.

Positive Classrooms and Organizational Change

Candidates will explore current research and best accepted practices in methods for creating positive, safe classrooms and school communities by examining classroom management and organization for promoting learning. The course takes an in-depth look at the classroom structure and ways of connecting most effectively with learners: both individually and in groups. Candidates will analyze the profiles and characteristics of students presenting potential and active behavioral problems. Strategies for preventing and managing on-going behavioral problems are examined. Two key assumptions underlying this course are that: effective interpersonal communication is critical in teaching and learning and, the classroom teacher has the responsibility for and control over student interaction in the classroom.

Career and Lifestyles Development

Candidates will acquire the knowledge and skills to help individuals assess the self-understanding, knowledge and skills necessary to arrive at appropriate educational, career, and lifestyle decisions throughout the life span. Candidates will review theories of career development, occupational choice and social mobility within the context of national, state and regional economic development. The use of computers and other forms of technology in career counseling will be used throughout the course. Candidates will also review and evaluate the standard methods of assessing occupational and career interests and aptitudes and become familiar with the literature and research on the influences of culture, gender and socioeconomic status on educational choices, aspirations and career planning. (Equivalent to HREL 705).

School Violence and Student Behavior Management

Candidates will explore the issues of student behavior that results in violent and aggressive actions. The development of violent tendencies is examined, including the medical/biological, psychological and social theories of aggression and violence. Particular focus is placed on understanding the risk factors of aggression and violence within regular, special education and inclusion classrooms. Candidates explore the current approaches to intervention with at-risk students, and discuss prevention strategies that can be implemented in regular, special education and inclusion classes in order to minimize the risk of violence. The legal issues involved are presented to help candidates understand the role of school personnel in minimizing risk to students and staff, and also intervening with those students in regular, special education and inclusion classes who are at-risk for violent and aggressive behavior. As part of the curriculum, each participant will develop a Crisis Intervention and Prevention Plan as a potential model that can be implemented within a school district/building.

Internship 1: Academic/Career/Personal-Social Development

This course is the first half of a two part cumulative experience, which extends for a full school year. Included in the course will be application of knowledge, skills and attitudes gained from previous courses (e.g. research, ethics/law). This internship experience is designed to provide the school counseling candidate with direct experience in the school setting working with students and faculty. Candidates will conduct individual, group and classroom activities to support academic success based upon the National Standards for School Counseling Programs. Candidates will use school data to identify student needs, select/develop measurable competencies that support identified needs and implement strategies. Under the direction of the school counselor supervisor, the candidate will consult with students and faculty on academic, career, and person-social issues. This course requires three hundred hours of structured field experience and participation in a weekly seminar.

Internship 2: Academic/Career/Personal-Social Development

This course is the second half of a two part cumulative experience, which extends for a full school year. Included in the course will be application of knowledge, skills and attitudes gained from previous courses (e.g. research, ethics/law). This internship experience is designed to provide the school counseling candidate with direct experience in the school setting working with students and faculty. Candidates will conduct individual, group and classroom activities to provide career development experiences based upon the National Standards for School Counseling Programs. Candidates will use school data to identify student needs, select/develop measurable competencies that support identified needs and implement strategies. Under the direction of the school counselor supervisor, the candidate will consult with students and faculty on academic, career, and personal-social issues. This course requires three hundred hours of structured field experience and participation in a weekly seminar.

Organizational Behavior and Leadership

This is an introductory course orients candidates to the field of educational leadership, including an understanding of various administrative roles and the changing focus of leadership and technology in the schools. Candidates will develop a personal philosophy that guides the educational applications of IN/Com technology in the district. The class format will include discussion of such topics as organizational theory, decision making, the nature of effective leadership the change process, organizational health, team building, shared decision making, site-based management and the role technologies play in maintaining the school/district as a learning community. (Equivalent to EDLT 800)

Educational Research, Assessment, Technology

This course has three major objectives. The first is to develop an awareness of the various research methodologies commonly employed in educational research and in the social sciences. Included in this are the types of data collection, data analysis, interpretation and corresponding generalization of findings. Second, the course is intended to help the student become a better consumer and critic of the research as reported in the literature. Third, the student will become familiar with the research and related literature in their particular specialization and technology. This is an introductory survey course with major emphasis on the types of empirical research methods, procedures, instrumentation and other forms of data collection, and analysis associated with both quantitative and qualitative research. (Equivalent to EDLT 810)

Educational Law, Policy and Ethics

Candidates will examine federal, state, local laws and regulations that directly impact upon the conduct of public schools personnel. Emphases throughout the course will include: Sources of the law; scope of the law; case law relevant to the administration of schools; special areas such as special education and gifted education; mandated curricula; federally funded projects; constitutional law; employment law; tort law; copyright law, internet law and contract law. In addition, candidates will examine educational policy on the federal, state and local level. Finally candidates will reflect upon ethical practices in school leadership. The student will be involved actively in finding legal solutions to cases and will be given an opportunity to advocate for a particular position. (Equivalent to EDLT 835)