

Rutgers University, The State University of New Jersey  
 Graduate School of Education  
 Department of Educational Psychology  
 Program in School Counseling  
 Resources for School Counselors: Program Planning  
 15:297:512:01  
 Wednesday, 4:50-7:30PM, Spring Semester 2015

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Office Hours: Upon Request: 732-882-2012	Prerequisites or other limitations: None
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

**Goals**

A course in Resources for School Counseling Programs, leading to an understanding of an educational comprehensive school counseling and counseling program, has the following goals (interrelated components of the ASCA model are presented for each goal):

1. Students will define school counseling and the role the school counselor plays in education and educational reform today. ASCA model: Foundation (beliefs and philosophy, mission)
2. Students will understand the history and philosophy of school counseling and educational systems. ASCA model: Foundation (beliefs and philosophy, mission)
3. Students will understand current trends in school counseling and implications for the future. ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support)
4. Students will enhance their commitment to the profession of school counseling and counseling programs. ASCA model: Foundation (beliefs and philosophy, mission)
5. Students will further their understanding of comprehensive counseling and counseling programs and their impact in the education process through national state and local school counseling standards. ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support)

6. Students will learn key principles of comprehensive school counseling and counseling programs. ASCA model: Accountability (results reports, school counselor performance standards, program audit)
7. Students will plan and design a comprehensive school counseling and counseling program. Delivery system (guidance curriculum, individual student planning, responsive services, systems support)
8. Students will learn to address the counseling needs of students served by the school's programs. ASCA model: Accountability (results reports, school counselor performance standards, program audit)
9. Students will further their understanding of the importance of being competent in school counseling and general counseling functions. ASCA model: Accountability (results reports, school counselor performance standards, program audit)
10. Students will understand the importance of school counselors being open to and appreciative of each and every student and concerned advocates for the welfare and accomplishments of all students. ASCA model: Foundation (beliefs and philosophy, mission)
11. Students will understand the importance of being open to contributions that can be made by community agencies, families, volunteers, and other willing entities and stakeholders toward enhancing student welfare and academic accomplishments. ASCA model: Foundation (beliefs and philosophy, mission); Accountability (results reports, school counselor performance standards, program audit); Delivery system (guidance curriculum, individual student planning, responsive services, systems support)
12. Students will gain greater understanding of the consultation process and how it applies to the school setting through a review of the history of consultation, stages of consultation, diverse models, and application with schools, families, and community agencies. ASCA model: Management system (agreements, advisory council, use of data, action plans, use of time, use of calendars)
13. Students will gain a better understanding of funding strategies and challenges; and implications for program expansion in the school context. ASCA Model: Management system (agreements, advisory council, use of data, action plans, use of time, use of calendars)

### **Course catalog description:**

**15:297:512 Resources for School Counselors: Program Planning (3)** Provides an understanding of the educational and reform process in school counseling. The course is focused on training students to become professional school counselors as well as general counselors. This training involves providing a framework based on counseling standards to address counseling needs, explore intervention efforts, and learn about the referral process. A capstone experience will include students developing and conceptualizing a counseling program.

Class materials/ Textbooks:

- \*Baker, S. B. (2008). *School Counseling for the Twenty-First Century*. (Fifth Edition) Upper Saddle River, NJ Prentice Hall.
- Dollarhide, Colette, (2012). *Comprehensive School Counseling Programs*, (2<sup>nd</sup> Edition), Pearson
- ASCA Ethical Standards
- ACA Code of Ethics and Standards of Practice

Grading policy: Evaluation:

10%	Class Attendance (You're in Class 90%)
15%	Class Participation: Class Discussions and Articles Presented
20%	Class Presentation
20%	Written Assignments (Critiques and Summaries)
20%	Mid-Term Field Study Observation
15%	Final Exam

Assignments:

- Class Presentation
- Written Assignments

**Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

**Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

## Class Dates

Wednesday, January 21	Course Overview Emergence Historical Overview and Timeline Philosophical Basis of School Counseling Gysbers article
Wednesday, January 28	Legal and Ethical Responsibilities in School Counseling; Discipline
Wednesday, February 4	Prevention Programming in School Counseling; Funding Considerations
Wednesday, February 11	Prevention Program: Vanessa Mayor Guidance in the Classroom
Wednesday, February 18	Counseling in Schools and School Leadership in School Counseling Current Trends in School Counseling and Educational Systems Scheduling & Testing Duties Clerical Responsibilities Johnson & Johnson article
Wednesday, February 25	Group Counseling Guest Speakers: Jason Robbins “The Group Process”
Wednesday, March 4	Multicultural Issues in Counseling
Wednesday, March 11	Counselor’s Identity & Responsibilities: The New School Counselor: Gladys Martinez  Family: Connecting Schools, Families, and Communities
Wednesday, March 18	Spring Break
Wednesday, March 25	Mid-Term Exam Due

	School Counselor & Counselor Consulting Career Education Presentation -Competencies -Work-Place Skills Coverage: Classroom, Between Classes, Detention
	Lapan, Gyspers, & Petroski article
Wednesday, April 1	Referral and Coordination in School Counseling; Funding for Program Expansion School Accountability in School Counseling
Wednesday, April 15	Group Presentation
Wednesday, April 22	Group Presentation
Wednesday, April 29	Group Presentation (Final Exam)
Wednesday, May 6	<b>Final Examination Due</b>