

**ST. BONAVENTURE UNIVERSITY  
SCHOOL OF EDUCATION  
COUNSELOR EDUCATION PROGRAM**



**SEMESTER & LOCATION:** Summer, 2009, Hilbert, Session 1

**PROFESSOR:** Barbara C. Trolley, Ph.D, CRC

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**A. COURSE NUMBER & TITLE:**

CE 660 G: School Counseling & Special Education

**B. REQUIRED TEXTS:**

Trolley, B., Haas, H. & Campese-Patti, D. (2009). The school counselor's guide to special education. Thousand Oaks, CA: Corwin Press.

**C. CREDIT HOURS:**

3 graduate credits.

**D. APPROVED COURSE DESCRIPTION:**

This graduate counseling course is aimed at providing school counselors, especially those without a prior teaching degree, with a general introduction to the special education field as it relates to counseling. The following areas will be explored: 1) Classification categories, terminology and education laws, 2) Counseling assessment, intervention and case management tools, 3) Roles and responsibilities of school counselors within the special education team, and 4) Current issues.

**E. PREREQUISITES:**

None.

**F. PROGRAM GOALS:**

Goal #1: Students will be able to demonstrate competency in the use of basic counseling skills to influence human behavior. {LG1, LG3, LG4}

Goal #2: Students will acquire the ability to develop an effective counseling treatment plan. {LG1, LG2, LG3, LG4}.

Goal #3: Candidates will demonstrate knowledge in the eight core areas of counseling as established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). {LG1, LG2, LG3, LG4}.

**G. LEARNING OBJECTIVES:**

Learning objectives and outcomes will follow the conceptual framework developed by the School of Education, which emphasizes "Knowledge", "Integrity" and "Community".

The **overall course goal** is to give students a basic knowledge of, and foundation in, the special education field. Specifically, the role and functions of the school counselor in regard to the special education process will be explored.

Specific **course objectives** include educating students as to the:

<b>OBJECTIVES</b>	<b>CACREP</b>	<b>PENNSYLVANIA</b>	<b>PROGRAM GOALS</b>
History and Philosophy of the Role of the School Counselor in Special Education {ASCA standards; Multicultural Issues; Risk Factors}	II.k.1.a.; VI.A.	IA	G3
Definition of Special Education and Classifications  {Learning Disabilities; ADHD; MR/Autism; Emotional and Behavioral Disabilities; ABI}	II.k.1.c.		G3
Introduction to Special Education Laws, Ethical Issues fro School Counselors {IDEA, ADA}  Use of Technology in & Web Resources for School Counselors Working with Students with Disabilities	II.k.1.h.; VI.A.	IIIB	G3
School Counselor Forms for & Acronyms Related to Working with Students with Disabilities; {IEP's, FBA's, BIP's, LRE, CPSE, CSE}; Roles & Resources	II.k.1.e.; VI.A.		G1; G2
Counseling Assessment Tools for School Counselors Working with Students with Disabilities {Standardized; Cognitive-Behavioral}	II.k.1.g.; VI.C.		G1; G2
Counseling Intervention, Consultation & Advocacy Skills for School Counselors in Working with Children with Disabilities {Psychosocial & Academic Issues; Impact on Family; Advocacy}  Current Issues & Trends	II.k.1.e.; VI.A.B.	IIIA	G1

#### **H. FIELD EXPERIENCES:**

None.

#### **I. COURSE REQUIREMENTS**

##### **1. Attendance & Participation**

- Class Attendance: Students missing more than 1/5 of the classes will not pass the course
- Class Participation. Required readings need to be done prior to class
- **Attendance & participation will be considered in final grading process**

##### **2. Interview**

Students will complete a five page paper of an interview with a school counselor who is working with children with disabilities.

- To include the following areas:
  - Caseload percentage
  - Presenting Problems/Classifications

- Tasks
- Assessment tools
- Interventions
- Resources
- Ethical % Legal Issues
- Issues

➤ **Due 2<sup>nd</sup> Friday**

### 3. Case Study Manual

Each student will complete a 10-15 page case study. The case study will involve;

- Definition and description (i.e. student demographics) of a student with an emotional/behavioral disability (1/2 page)
- Ethical & Legal Issues (1/2-1page)
- Bulleted list of presenting problems in academic; career; social-emotional domains (1/2 page)
- Bulleted list of Assessment Strategies & Tools; Evaluation procedures (1-2 pages)
- Bulleted list of School Counselor Role and Tasks- (1 page)
- IEP and FBA and BIP (3 pages)
- 10 Websites with 1-2 line descriptors; 10 Community Resources with 1-2 line descriptors (1-2 pages)
- 15 references with Abstracts (2-3 pages)

➤ **Due 3<sup>rd</sup> Friday**

### 4. On-Line Work

Regular on-line work will be included in this class, such as increasing familiarity with:

- Web Resources
- Special education Programs (e.g., Clear Track)
- Assistive Technology
- BIP's, IEP's, FBA's

a. WEEKLY: Students will bring in one online special education resource to share with the class.

b. LAST CLASS: Students will complete the following online project in lieu of physical attendance at the last weekend of class. This project is **due the 4<sup>th</sup> Friday** of the class session.

The first day of class, each student will be assigned specific states to research online. In regard to the states assigned, students will make a chart similar to the following:

STATE	STATE SPED TRAINING REQUIREMENTS FOR SCHOOL COUNSELORS (yes or no)	IF STATE REQUIREMENTS EXIST, BULLET WHAT THEY ARE	SAMPLE GRADUATE PROGRAMS WITH SPED COMPONENTS (Indicate whether optional or required)	FOR PROGRAMS WITH SUCH COMPONENTS, BULLET WHAT THEY ARE

**J. EVALUATION PROCEDURES/GRADING:**

GRADE VALUE	INDICATOR
A = 95-100 A- = 90-94	Demonstrates a superior application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
B+ = 86-89 B = 80-85	Demonstrates a thorough and effective application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
C = 75-79	Demonstrates an inconsistent level of application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
F < 75	Fails to demonstrate a basic application and connection of knowledge and skills through analysis and synthesis of research and professional practice/
P	Passing grade for field experience/practicum.
F	Failing grade for field experience/practicum.

**K. CALENDAR/OUTLINE:****Topics & Chapters:**

- Week 1:** Introduction, Roles,  
Terminology & Categories  
Chapters 1 & 2
- Week 2:** Assessment  
Legal & Ethical Issues  
Chapter 3 & 7
- Week 3:** Preschool  
School Aged  
Chapters 4 & 5
- Week 4:** College  
Chapter 6
- Week 5:** Projects and Wrap Up

**L. ADDITIONAL COURSE INFORMATION:**

**Format.** Class discussion via case studies, videos, guest speakers, small group activities.

**Conceptual Framework.** This course promotes the 'conceptual framework' of the SBU School of Education ('Educator as Connector').

'Knowledge' (Readings, Case Study Manual, Interviews)

'Integrity' (Review of Ethical and Professional Codes and Issues; Interviews; Class Discussions)

'Community' (Interviews)

**School of Education Attendance** "Attendance is required and critical for success. It is the student's professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Courses may contain content that cannot be made up if classes are missed. Failure to attend all classes may result in lowered grades or failing the course. Instructors have the responsibility for monitoring attendance and determining the effect of attendance on course grades and will inform students of their specific attendance requirements."

**Technology.** This course fosters the 'technology' of the SBU School of Education

through the use of technology assisted lectures, professional counseling tapes, and the audio (visual) taping of 'Developmental Seminar' sessions, as well as via the course content.

**Diversity.** This course fosters the 'diversity' objective of the School of Education via the following activities: involvement in a comprehensive developmental counseling program for all students, lecture presentations on this topic, recognition of diverse learning styles within the classroom, respect for diverse opinions and beliefs shared within course discussions, encouragement of students to interview community counselors with diverse demographics..

**Academic Honesty.** Academic dishonesty is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person, and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices,, penalties to be assigned, and procedures to be followed in the prosecuting of cases of alleged academic dishonesty may be found in the Student Handbook. Students should familiarize themselves with these very important provisions of the handbook.

**ADA Statement.** Students with disabilities who believe that they may need accommodation in this class should contact the Disabilities Support Services Office, Doyle Room 26, at 375-2065, as soon as possible to ensure that such accommodations are implemented in a timely fashion. The instructor should also be informed on or before the first day of class.

**Method of Instruction:** Friday evenings are devoted to lectures, discussion of required readings, and small group application of theoretical material. Saturdays involve weekly quizzes, class presentations and guest speakers.

**Syllabus Change.** This syllabus may be subject to change.

