# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

This course includes a comprehensive review of all aspects of the roles of the School Counselor. The final, comprehensive exam will provide an indication of the student’s competency levels. Successful completion of the exam precedes the advancement to a recommendation for the PPS credential. Therefore, through this course the CSOE School Counseling Program ensures that you are adequately prepared to take the Comprehensive Examination, irrespective of the instructors who taught the required courses, or the particular campus, where you satisfactorily completed the required courses. No materials, including books and notes, may be brought to the exam. The examination will consist of several vignettes and questions designed to have you “think on your feet” to data sets that school counselors routinely encounter in their work.

# Professional Standards Alignment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **California School of Education (CSOE)** | | **California Commission on Teacher Credentialing**  **Pupil Personnel Services Program Standards** | | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization**  **(as applicable)** | **Assessment Title** |
| **CLO1:** Determine the role of the school counselor at multiple levels — as a leader, advocate, collaborator, consultant, and coordinator — as they apply to school-counseling-related duties. | Application | Standard 1, 6, 14 & 16 | Standard 1,18, 22, 25, 31 & 32 | Week 1 Discussion  Exam |
| **CLO2:** Explain state and federal legal mandates and ethical issues of a school counselor. | Engagement | Standard 6 | Standard 17 & 18 | Week 2 Discussion  Exam |
|  |  |  |  |  |
| **CLO3:** Apply direct or indirect intervention and prevention skills in the areas of academics, behavior, crisis management, group and individual counseling, and guidance. | Application | Standard 5, 13 & 15 | Standard 19, 20, 22 & 26 | Week 6 Discussion  Exam |
| **CLO4:** Apply socio-cultural competence skills in communicating with students, parents, teachers and administration. | Application | Standard 2, 3, 8 10 & 14 | Standard 21, 25 & 27 | Week 5 Discussion  Exam |
| **CLO5:** Explain organizational and operational mechanisms within the community, school system and public-school guidelines for the development of student educational and career options. | Leadership | Standard 6, 13 & 15 | Standard 20, 22, 24, 27, 28, 29 31 & 32 | Weeks 3 & 7 Discussions  Exam |
| **CLO6:** Interpret assessment information effectively on an individual, group, school and district wide basis. | Dedication | Standard 4, 11 & 13 | Standard 20, 26, 27 & 30 | Weeks 4 & 8 Discussions  Exam |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Required Course Materials

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: American School Counselor Association.

ISBN: 978-1929289325

**Recommended Resources**

American School Counselors Association. (ASCA, 2010). Ethical Standards for School Counselors found at: <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

American School Counselors Association (ASCA, 2004) National Standards for Students: Academic, Career, and Personal/Social Development found at: <http://static.pdesas.org/content/documents/asca_national_standards_for_students.pdf>

ASCA School Counselor Competencies found at: <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA Position Statements found at <https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PositionStatements.pdf>

ASCA Legal and Ethical FAQs found at <https://www.schoolcounselor.org/school-counselors-members/legal-ethical/legal-ethical-faq>

California Education Code 49600 found at <http://law.onecle.com/california/education/49600.html>

FERPA and HIPAA Comparison (printable pdf chart) found at <http://www.astho.org/programs/preparedness/public-health-emergency-law/public-health-and-schools-toolkit/comparison-of-ferpa-and-hipaa-privacy-rule/>

Five Important Test Interpretation Skills for School Counselors found at <https://www.ericdigests.org/2005-2/counselors.html>

High School Graduation for Foster Youth: AB 167/216; Overview of the Law found at [http://www.sjcoe.org/fosterandhomelessservices/pdf/AB167-216%20FAQ%27s[1].pdf](http://www.sjcoe.org/fosterandhomelessservices/pdf/AB167-216%20FAQ%27s%5b1%5d.pdf)

High School Graduation Requirements: Requirements for High School Graduation and University Admission (California Department of Education, 2017) found at <https://www.cde.ca.gov/ci/gs/hs/hsgrgen.asp>

IEP vs. 504 Plan / Special Education Process found at <http://www.davidsongifted.org/Search-Database/entry/A10671>

Individual Differences-Ethnicity-Cultural, Students, School, and Education State University found at <http://education.stateuniversity.com/pages/2082/Individual-Differences-ETHNICITY.html#ixzz4xsmEztHP>

Professional school counseling: Best practices for working in the schools (3rd edition.) (2012). Thompson, R.A.

Key Differences Between Section 504 and IDEA (Wright’s Law) found at <http://www.wrightslaw.com/howey/504.idea.htm>

Counselor Connections: Promoting Pro-social Behavior (2014) (an NYC Department of Education publication) found at <http://schools.nyc.gov/NR/rdonlyres/B455AFAF-7A91-4621-A15D-F807718D19FC/0/CounselorConnectionFinalNov_Dec_b.pdf>

Reauthorization of the IDEA 2004: Links to important references and resources on the Reauthorization of the Individuals with Disabilities Education Act (IDEA) found at <http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp>

The California Standards for the School Counseling Profession

Found at <http://casc.membershipsoftware.org/files/CSSCP%20-%20Electronic%20Version%202009.pdf>

The Courts and Academic Advising (ASCA School Counselor, 2014) found at <https://www.schoolcounselor.org/magazine/blogs/november-december-2014/the-courts-and-academic-advising>

The Tarasoff Two Step (information regarding Tarasoff v Regents of California Court case) found at https://www.camft.org/images/PDFs/AttorneyArticles/Dave/The\_Tarasof\_Two-Step.pdf

The Role of School Counselors in the IEP Process found at <http://earnestparenting.com/2013/03/25/the-role-of-school-counselors-in-the-iep-process/>

The School Counselor and Cultural Diversity (ASCA, 2015) found at <https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_CulturalDiversity.pdf>

The School Counselor and LGBTQ Youth (2016) found at <https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_LGBTQ.pdf>

The School Counselor and Students with Disabilities found at <https://schoolcounselor.org/asca/media/asca/PositionStatements/PS_Disabilities.pdf>

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Professional Identity of the School Counselor 16](#_Toc508199401)

[Week 2: Legal Mandates 18](#_Toc508199402)

[Week 3: School-wide Systems for Pupil Support & Career Counseling 20](#_Toc508199403)

[Week 4: Assessment & Academic Intervention 22](#_Toc508199404)

[Week 5: School-wide Discipline & Classroom Strategies 24](#_Toc508199405)

[Week 6: Individual & Group Counseling 26](#_Toc508199406)

[Week 7: Safety & Violence Intervention and Prevention 28](#_Toc508199407)

[Week 8: Program Development & Evaluation 30](#_Toc508199408)

# Course Grading

This is a Credit/No Credit course. However, to achieve Credit for the course, Candidates must achieve an 80% or higher on the Comprehensive exam as well as the week-to-week discussions. Weekly attendance is required. Candidates who do not attend for two weeks prior to the Add/Drop deadline, may be automatically withdrawn from the course. More than two absences will result in a No Credit grade. An absence is defined in an online class as not submitting any work during the week.

|  |  |
| --- | --- |
| **Percentage** | **Final Grade** |
| 80-100 | Credit |
| < 60-79 | No Credit |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 50 |
| Exam | 50 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Academic Development |  | Discussion | 5 |
| **Week 2** | |  |  |  |
|  | Discussion: Legal Mandates |  | Discussion | 5 |
| **Week 3** | |  |  |  |
|  | Discussion: Career Development |  | Discussion | 5 |
| **Week 4** | |  |  |  |
|  | Discussion: Interpreting an Achievement Score |  | Discussion | 10 |
| **Week 5** | |  |  |  |
|  | Discussion: Personal and Social Development |  | Discussion | 5 |
| **Week 6** | |  |  |  |
|  | Discussion: Counseling Format |  | Discussion | 5 |
| **Week 7** | |  |  |  |
|  | Discussion: Intervention |  | Discussion | 10 |
| **Week 8** | |  |  |  |
|  | Discussion: Program Implementation |  | Discussion | 5 |
|  | Assignment: Comprehensive Exam |  | Exam | 100 |
| **Total Points** | |  |  | **150** |

# Student Expectations

At the end of this eight-week course you will complete a series of questions and short essays. It is recommended that you complete these questions with as little outside assistance as possible so that you might gain a better appreciation and understanding of what your current skills are as school counselor candidates.

# Praxis Exam: Important Information

For the California School of Education of Alliant International University to complete the final process of recommending you for a School Counselor PPS credential, all School Counselor candidates must take the Educational Testing Service (ETS) “Professional School Counselor (5421)” Praxis Exam.

Test scores are released about four weeks after your test date. It is strongly recommended you register for the School Counselor ETS exam as soon as possible.

You will also need to contact your campus Program Coordinator or Director, i.e., San Francisco, Sacramento, Fresno, Los Angeles, Irvine or San Diego, as soon as you have completed the Praxis exam.

The Praxis exam 5421 Professional School Counselor is administered by the Educational Testing Service (ETS); therefore you will need to work directly with ETS to register for and take the exam.

See the following sites for information about the “Professional School Counselor (5421)” Praxis Exam:

* Praxis: For Test Takers: Professional School Counselor from Educational Testing Service located at <https://www.ets.org/praxis/prepare/materials/5421>
* Praxis Professional School Counselor: Practice & Study Guide from Study.com located at <https://study.com/academy/course/praxis-professional-school-counselor-practice-study-guide.html?src=ppc_adwords_nonbrand&rcntxt=aws&crt=221411165748&kwd=%2Bpraxis%20%2Bcounselor&kwid=kwd-342163427261&agid=44008799262&mt=b&device=c&network=g>

Week 1: Professional Identity of the School Counselor

Learning Objectives

|  |  |
| --- | --- |
| * 1. Interpret national counseling and guidance standards, based on the ASCA model, to adjust the academic program to best fits the needs of your students. | CLO1, CLO4 |
| * 1. Determine professional growth opportunities to remain current with major aspects of school guidance and counseling as a profession. | CLO1, CLO2 |
| * 1. Determine legally and ethically responsible methods to work with racial, ethnic, gender, and cultural diversity among students within the school district. | CLO1, CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| **Refer** to the materials listed in the Required Course Materials section as needed. | |

|  |  |
| --- | --- |
| **Preparation: Comprehensive Exam** | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| **Review** the following for information about the Professional School Counselor Praxis Exam:   * Praxis: For Test Takers: Professional School Counselor from Educational Testing Service located at <https://www.ets.org/praxis/prepare/materials/5421> * Praxis Professional School Counselor: Practice & Study Guide from Study.com located at <https://study.com/academy/course/praxis-professional-school-counselor-practice-study-guide.html?src=ppc_adwords_nonbrand&rcntxt=aws&crt=221411165748&kwd=%2Bpraxis%20%2Bcounselor&kwid=kwd-342163427261&agid=44008799262&mt=b&device=c&network=g>   **Begin** working on the Praxis Professional School Counselor practice and study guide from Study.com. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Academic Development** | 1.1, 1.2, 1.3 |
| There are three domains that ASCA highlights which include academic, college and career, and social-emotional. These three domains form the basis of a comprehensive school counseling program and form the goals that counselors have in working with students:   * Academic Development * Career Development * Personal and Social Development   **Respond** to the following prompt in the Academic Development discussion forum by Wednesday: Define and briefly discuss the importance of your responsibility toward the Academic Development domain: keep up with professional growth opportunities to help build and maintain your skills in helping students be academically successful and given an equitable education.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

Week 2: Legal Mandates

Learning Objectives

|  |  |
| --- | --- |
| * 1. Interprets state and federal laws important in the school counselor profession effectively. | CLO1, CLO2, CLO5 |
| * 1. Determine the effective maintenance of student records per FERPA and HIPPA requirements. | CLO1, CLO2 |
| * 1. Identify appropriate information to be included in student records such as a cumulative folder or a student information system. | CLO1, CLO2, CLO5 |

# Activities and Resources

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| --- | --- |
| **Readings** | 2.1, 2.2, 2.3 |
| **Refer** to the materials listed in the Required Course Materials section as needed. | |

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| **Preparation: Exam** | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| **Continue** working on the Praxis Professional School Counselor practice and study guide from Study.com. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Legal Mandates** | 2.1, 2.2, 2.3 |
| **Consider** the following scenario:  *Sal is an eighteen-year-old senior student at your high school. He is a fair student with a 2.3 GPA. He is currently in a small group at school run by one of the other school counselors designed for academically low-performing students. His parents have requested copies of his records from you, his current high school counselor, because his army-recruiting officer wants Sal’s records.*  **Respond** to the following prompts in the Legal Mandates discussion forum by Wednesday:   * Must you seek Sal’s permission before releasing his records to his parents? Why or why not? * What other important points do you need to consider in this scenario, as they might relate to FERPA and HIPPA?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

Week 3: School-wide Systems for Pupil Support & Career Counseling

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine how to work with school specialists in order to refer students to appropriate state and federal intervention systems. | CLO2, CLO5 |
| * 1. Employ school systems to evaluate individual academic-related services needed for general education students and students with special or academic needs. | CLO2, CLO3, CLO5 |
| * 1. Determine how to work with federal, state and community-based resources or systems to help students explore educational and career options. | CLO2, CLO5 |
| * 1. Apply career development theories and processes effectively for students at each grade level. | CLO4, CLO5 |

# Activities and Resources

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| **Readings** | 3.1, 3.2, 3.3, 3.4 |
| **Refer** to the materials listed in the Required Course Materials section as needed. | |

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| **Preparation: Exam** | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| **Continue** working on the Praxis Professional School Counselor practice and study guide from Study.com. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Career Development** | 3.1, 3.2, 3.3, 3.4 |
| There are three domains that ASCA highlights which include academic, college and career, and social-emotional. These three domains form the basis of a comprehensive school counseling program and form the goals that counselors have in working with students:   * Academic Development * Career Development * Personal and Social Development   **Respond** to the following prompt in the Career Development discussion forum by Wednesday: Define and briefly discuss the importance of your responsibility toward the Career Development domain: help to ensure an equitable education by educating students about vocations and jobs available to them after high school.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

Week 4: Assessment & Academic Intervention

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the goals and methods of evaluating student achievement, program effectiveness, student outcomes, and systemic change. | CLO2, CLO3 |
| * 1. Distinguish between various types of assessments and their uses. | CLO5, CLO6 |
| * 1. Explain assessment procedures and district systems to assist students with academic issues related to their schedules and programming. | CLO1, CLO3, CLO6 |

# Activities and Resources

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| **Readings** | 4.1, 4.2, 4.3 |
| **Refer** to the materials listed in the Required Course Materials section as needed. | |

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| **Preparation: Exam** | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| **Continue** working on the Praxis Professional School Counselor practice and study guide from Study.com. | |

# Assignments

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| --- | --- |
| **Discussion: Interpreting an Achievement Score** | 4.1, 4.2, 4.3 |
| **Consider** the following scenario:  *As the school counselor you inform the parents of Alejandro, one of your 12th grade students, that his achievement test score in Math places him at the 83rd percentile for students in the district.*  **Respond** to the following prompts in the Interpreting an Achievement Score discussion forum by Wednesday:   * Which of the following statements about Alejandro’s performance is most accurate?  1. Alejandro answered 83% of the test questions correctly. 2. 83% of the students in the district scored the same as or lower than Alejandro did. 3. Alejandro’s score was lower than that of 83% of the students in the district. 4. Alejandro’s score was below average for the district.  * Provide rationale for the statement you selected.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

Week 5: School-wide Discipline & Classroom Strategies

Learning Objectives

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| --- | --- |
| * 1. Summarize a school counselor’s responsibilities and procedures working with school attendance review boards, school administration, and parents of students with attendance or behavior issues. | CLO1, CLO3, CLO4 |
| * 1. Explain effective instructional and classroom methods for working with students of diverse backgrounds exhibiting discipline issues. | CLO1, CLO3, CLO4 |

# Activities and Resources

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| **Readings** | 5.1, 5.2 |
| **Refer** to the materials listed in the Required Course Materials section as needed. | |

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| **Preparation: Exam** | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| **Continue** working on the Praxis Professional School Counselor practice and study guide from Study.com. | |

# Assignments

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| --- | --- |
| **Discussion: Personal and Social Development** | 5.1, 5.2 |
| There are three domains that ASCA highlights which include academic, college and career, and social-emotional. These three domains form the basis of a comprehensive school counseling program and form the goals that counselors have in working with students:   * Academic Development * Career Development * Personal and Social Development   **Respond** to the following prompt in the Personal and Social Development discussion forum by Wednesday: Focusing on the Personal and Social Development domain, briefly discuss at least three guidance strategies for promoting pro-social behavior within your school environment.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

Week 6: Individual & Group Counseling

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine effective individual or group counseling procedures and responsibilities for diverse students exhibiting social and behavioral or emotional needs. | CLO1, CLO3, CLO4 |
| * 1. Determine effective and ethical counseling strategies in individual or group counseling for a wide range of diverse students. | CLO1, CLO3, CLO4 |
| * 1. Determine appropriate counseling theories and techniques for different settings such as individual planning, individual counseling, or group counseling classrooms. | CLO1, CLO3, CLO4 |

# Activities and Resources

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| **Readings** | 6.1, 6.2, 6.3 |
| **Refer** to the materials listed in the Required Course Materials section as needed. | |

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| **Preparation: Exam** | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| **Continue** working on the Praxis Professional School Counselor practice and study guide from Study.com. | |

# Assignments

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| --- | --- |
| **Discussion: Counseling Format** | 6.1, 6.2, 6.3 |
| Preventative counseling exists along a continuum with remedial and developmental counseling prevention strategies that usually address behaviors such as self-esteem, social support, conflict resolution, problem-solving, decision making, communication, and peer pressure resistance training. Counseling groups can be categorized into various types including:   * Developmental/Primary Prevention Groups * Problem-centered/structured Intervention Groups * Psychoeducational Groups   **Respond** to the following prompts in the Counseling Format discussion forum by Wednesday:   * What type of counseling format do you believe would be most effective when working with a group of high school students dealing with anger control or management and conflict issues within the school environment? * Provide rationale for your selection.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

Week 7: Safety & Violence Intervention and Prevention

Learning Objectives

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| --- | --- |
| * 1. Apply ASCA standards and concepts necessary for implementing a variety of intervention strategies to meet the needs of individuals, groups, or the school community before, during, and after crisis response. | CLO1, CLO3, CLO4 |
| * 1. Apply effective strategies for individual students or groups in conflict management, problem-solving or crisis intervention and prevention, drug use, and bullying. | CLO1, CLO3, CLO4 |
| * 1. Identify mandated reporting procedures in your school district. | CLO1, CLO3, CLO4 |

# Activities and Resources

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| **Readings** | 7.1, 7.2, 7.3 |
| **Refer** to the materials listed in the Required Course Materials section as needed., | |

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| **Preparation: Exam** | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| **Continue** working on the Praxis Professional School Counselor practice and study guide from Study.com. | |

# Assignments

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| --- | --- |
| **Discussion: Intervention** | 7.1, 7.2, 7.3 |
| **Consider** the following scenario:  *You come in on Monday morning and the Assistant Principal of your High School tells you about the suicide of a popular student that occurred over the weekend.*  **Respond** to the following prompt in the Intervention discussion forum by Wednesday: As a school counselor, what might your role be regarding this kind of situation in your school?  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

Week 8: Program Development & Evaluation

Learning Objectives

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| --- | --- |
| * 1. Integrate educator, teacher and parent feedback as well as school-wide academic results for program development or classroom evaluation and improvement. | CLO1, CLO3, CLO5 |
| * 1. Determine effective methods to plan, organize, and implement programs or groups dealing with academic improvement, decision-making, and problem-solving issues on a school-wide basis. | CLO1, CLO3, CLO5 |
| * 1. Determine basic standards of practice expected of school counselors implementing a comprehensive and school-wide school advisement or counseling program. | CLO1, CLO3, CLO5 |

# Activities and Resources

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| **Readings** | 8.1, 8.2, 8.3 |
| **Refer** to the materials listed in the Required Course Materials section as needed., | |

# Assignments

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| --- | --- |
| **Discussion: Program Implementation** | 8.1, 8.2, 8.3 |
| **Consider** the following scenario:  *A school counseling program is to be established in a new public high school that has just opened in an expanding school district. The students will be coming from two existing and overcrowded schools and a new housing development with more than 100 school age students. The teaching staff is a combination of experienced teachers who have taught in the school district and newly hired teachers. The school principal has asked you to be the lead team member on developing a program to help the lowest performing students in the school, which according to incoming data from the two schools, are identified as English as a Second Language (ESL) students.*  **Respond** to the following prompt in the XXX discussion forum by Wednesday: How would you go about developing or evaluating a program to address this issue?  **Note**. You only have to make an outline of the steps involved that you believe you need to address. You do not have to solve the problem and come up with program specifics.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| --- | --- |
| **Assignment: Comprehensive Exam** | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6 |
| Various school counselor competencies are featured within the following short answer practice exam. It is therefore recommended that you complete these questions with as little outside assistance as possible so that you might gain a better appreciation and understanding of what your current skills are as a school counselor candidate.  **Be sure to review** the following for information about the Professional School Counselor Praxis Exam:   * Praxis: For Test Takers: Professional School Counselor from Educational Testing Service located at <https://www.ets.org/praxis/prepare/materials/5421> * Praxis Professional School Counselor: Practice & Study Guide from Study.com located at <https://study.com/academy/course/praxis-professional-school-counselor-practice-study-guide.html?src=ppc_adwords_nonbrand&rcntxt=aws&crt=221411165748&kwd=%2Bpraxis%20%2Bcounselor&kwid=kwd-342163427261&agid=44008799262&mt=b&device=c&network=g>   **Complete** the Comprehensive Exam by Sunday.  **Allow** approximately two hours to complete this exam.  **Note**. You will only have 2.5 hours to complete this exam. | |
| **Faculty Note:** Use the Exam Grading Guide available on the Modules page in Canvas to score this exam. | |