# 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

The goal of the fieldwork experience is to help students to be prepared to function as key members of an educational team seeking to optimize diverse children in terms of their academic, socio-emotional, and career development. Students obtain the expertise necessary to lead the educational team in working collaboratively with a broad range of education and human service professionals, paraprofessionals, and community representatives to identify, develop, implement, and evaluate programs that provide key services to both the individual child as well as the systems and subsystems in which the child interacts.

The Fieldwork Experience or paid Internship component takes place after students have completed the required graduate course hours and 100 clock hours of supervised practicum. *The Fieldworker experience is broken into two 300 hour assignments*. The Fieldworker experience needs to take place in a public-school setting in at least two of three school levels (elementary, middle or high school). School Counselor Fieldworkers will need to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities; the use of school technologies for information access, teaching and learning; tests and measures used in assessing student learning and achievement; and information on school and district policies and practices.

# Professional Standards Alignment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **California School of Education (CSOE)** | | **California Commission on Teacher Credentialing** | | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization** | **Assessment Title** |
| **CLO1**: Define, for clarity, the role and function of the school counselor. | Application | Standard 1 & 13 | Standard 17 & 18 | Week 1 & 3  Discussion Scenarios |
| **CLO2**: Generalize your knowledge of public school organization and operation. | Engagement | Standard 6 & 13 | Standard 28 | Week 1 and 3  Discussion Scenarios |
| **CLO3**: Evaluate assessment information on an independent or group basis. | Engagement | Standard 4 & 15 | Standard 19 & 24 | Week 3, 6 & 7 Discussion  Scenarios |
| **CLO4**: Determine the need for direct and indirect intervention and prevention skills in one or more of the following areas: academics, behavior, crisis management, group and individual counseling and guidance. | Leadership | Standard 5 & 7 | Standard 19, 20 & 26 | Week 3 and 5  Discussion Scenarios |
| **CLO5**: Interpret ethical and state and federal legal considerations in the professional practice of school counseling. | Dedication | Standard 6 | Standard 17 & 18 | Week 4 & 8  Discussion Scenarios |
| **CLO6**: Apply socio-cultural competence skills in communicating with students, parents, teachers and administration as well as in-service presentations. | Application | Standard 3, 8 & 14 | Standard 21 & 27 | Week 2 and 5  Discussion Scenarios |

# 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.

The following information is also contained in the School Counselor Handbook:

A planning document for field experience is prepared and agreed upon by the field supervisor(s) and program faculty serving as Fieldworker course instructors. The plan includes the competencies candidates are expected to develop, the experiences used to attain competencies, and a plan for determining competency attainment. The plan also delineates the responsibilities of both program faculty and school counseling supervisors. The plan is completed early in the field experience and periodically reviewed and revised.

A site mentor supervises, who must have a PPS credential in either school counseling and/or school psychology and monitors progress in completing tasks and monitor objectives. An Alliant professor will monitor each intern/fieldworker as to student’s on-site progress.

A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed in public school settings with k-12 pupils.

An average of one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 4 interns per group) supervision per week provided.

# Required Course Materials

The following resources will be useful in responding to the weekly activities, discussions and course requirements:

Alliant International University California School of Education School Counselor Handbook

**Note**. You should have received this handbook when you started your program at Alliant. If you do not have one, you are required to request a copy of this handbook from your campus Director/Coordinator.

American School Counselor Association. (2016). The ASCA Ethical Standards for School Counselors. Alexandria, VA. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>.

California Education Code Section 49600 from oncecle.com. Retrieved from <http://law.onecle.com/california/education/49600.html>.

California Association of School Counselors. (2009). The California Standards for the School Counseling Profession. Duarte, CA. Retrieved from <http://casc.membershipsoftware.org/files/CSSCP%20-%20Electronic%20Version%202009.pdf>.

Stone, C. (2014). *The Courts and Academic Advising*. ASCA. Retrieved from <https://www.schoolcounselor.org/magazine/blogs/november-december-2014/the-courts-and-academic-advising>.

American School Counselor Association. (2011). How School Counselors Contribute to Student Success. SchoolTube. Retrieved from <http://www.schooltube.com/video/bfedcdeb28ad6966016f/How-School-Counselors-Contribute-to-Student-Success>.

LeForge, A. (2007). The Role of School Counselors in the IEP Process. Earnest Parenting. Retrieved from <http://earnestparenting.com/2013/03/25/the-role-of-school-counselors-in-the-iep-process/>.

American School Counselor Association. (2016). The School Counselor and Students with Disabilities. Alexandria, VA. Retrieved from <https://schoolcounselor.org/asca/media/asca/PositionStatements/PS_Disabilities.pdf>.

Savage, A. (2007). *School Counselor Contributions to the Individualized Education Program (IEP) Process*. Heldref Publications. Retrieved from <http://www.redorbit.com/news/education/1137381/school_counselor_contributions_to_the_individualized_education_program_iep_process/#kLCLcKUPvmKZj6uY.99>.

NeedsAssessment.org located at <http://www.needsassessment.org/>.

# 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: The Career of the School Counselor 15](#_Toc495154600)

[Week 2: Cultural Issues & Professional Development 16](#_Toc495154601)

[Week 3: Academic Advisement Systems 18](#_Toc495154602)

[Week 4: Professional & Ethical Expectations in Prevention 20](#_Toc495154603)

[Week 5: Counseling & Pupil Support 21](#_Toc495154604)

[Week 6: Pupil & District Support Systems 22](#_Toc495154605)

[Week 7: Program Development & Evaluation 23](#_Toc495154606)

[Week 8: Advocacy & Safety Procedures 25](#_Toc495154607)

# Course Grading

This is a Credit/No Credit course. However, to achieve Credit for the course, Candidates must achieve an 80% or higher in their overall course grade. 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 | 90 |
| Fieldwork Log | 10 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Supervision Expectations |  | Discussion | 10 |
| **Week 2** | |  |  |  |
|  | Discussion: Refugee Scenario |  | Discussion | 10 |
| **Week 3** | |  |  |  |
|  | Discussion: Academic Advisement Scenario |  | Discussion | 10 |
| **Week 4** | |  |  |  |
|  | Discussion: Ethical Scenario |  | Discussion | 10 |
| **Week 5** | |  |  |  |
|  | Discussion: Counseling Support Scenario |  | Discussion | 10 |
| **Week 6** | |  |  |  |
|  | Discussion: Transition Services Scenario |  | Discussion | 10 |
| **Week 7** | |  |  |  |
|  | Discussion: Teaching Program Scenario |  | Discussion | 10 |
| **Week 8** | |  |  |  |
|  | Discussion: Problem-Solving Scenario |  | Discussion | 10 |
|  | Discussion: Course Goals |  | Discussion | 10 |
|  | Assignment: Fieldwork Log |  | Fieldwork Log | 10 |
| **Total Points** | |  |  | **100** |

Week 1: The Career of the School Counselor

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify the role expectations and function of school counselors within your school district. | CLO1 |
| * 1. Determine when to seek supervision. | CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2 |
| **Review** the following:   * Alliant International University School Counselor Handbook * University Procedures and Expectations | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Supervision Expectations** | 1.1, 1.2 |
| **Respond** to the following prompt in the Supervision Expectations discussion forum by Wednesday: What expectations do you have regarding the kind of supervision you anticipate during your fieldwork experience? Describe at least two.  **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: Cultural Issues & Professional Development

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine legally and ethically responsible methods to work with racially and culturally diverse students and staff within your school district. | CLO2 |
| * 1. Explain the socio-cultural competence and communication skills necessary to cultivate relationships with students, teachers and peers. | CLO6 |
| * 1. Apply effective methods to work with peers, students and families from diverse backgrounds. | CLO6 |

# Activities and Resources

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

# Assignments

|  |  |
| --- | --- |
| **Discussion: Refugee Scenario** | 2.1, 2.2, 2.3 |
| **Consider** the following scenario:  Amir Azad, who is new in your high school, is a refugee from Syria. Matt, a 9th grade boy, tells you that his friends always say racist things to Amir, make fun of his English, and tell him to go ‘back home.’ Matt doesn’t want his friends to get in trouble but he also feels bad for Amir.  **Respond** to the following prompts in the Refugee Scenario discussion forum by Wednesday:   * What is your response to Matt? * What are your possible options with regard to helping Amir?   **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: Academic Advisement Systems

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine your school district’s academic advisement procedures. | CLO2, CLO3 |
| * 1. Interpret individual academic counseling to devise academic tutorial systems for students. | CLO3, CLO4 |
| * 1. Identify district computer systems to assist students with schedules and programming. | CLO3 |

# Activities and Resources

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

# Assignments

|  |  |
| --- | --- |
| **Discussion: Academic Advisement Scenario** | 3.1, 3.2, 3.3 |
| **Consider** the following scenario:  Franco is taking calculus in the Fall Semester of his Senior year at Edwards High School and he is getting a solid A. He was going to take the Calculus AP at the end of the Fall Semester, but was distracted by family problems and ended up not taking it. Franco is getting ready to enter the Spring Semester of his Senior year and since he had decided to major in Sports Training at UCR he didn’t think he would need Calculus anyway. He now realizes, however, that he wants to major in Physics. He looked up the requirements for a Physics Major and saw that Calculus is indeed required for that major in college. He asks you, as the school counselor, if there’s any way to ‘get out’ of having to take Calculus since he ‘knows it already.’  **Respond** to the following prompts in the Academic Advisement Scenario discussion forum by Wednesday:   * What is the first thing you should do to help Franco? * What academic advisement do you give him?   **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: Professional & Ethical Expectations in Prevention

Learning Objectives

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| --- | --- |
| * 1. Interpret the code of ethics related to individual and group counseling. | CLO4 |
| * 1. Explain the crisis intervention process. | CLO4 |
| * 1. Summarize mandated reporting procedures in your school district. | CLO1, CLO5 |

# 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. | |

# Assignments

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| **Discussion: Ethical Scenario** | 4.1, 4.2, 4.3 |
| **Consider** the following scenario:  Mindy, a sophomore, is in your Academic Enrichment group at school. She is a struggling student and one who is somewhat obese. She reveals that she is embarrassed to change into her gym outfit at school because the other girls tease her about being ‘fat’ and call her names. They have even taken pictures of her with their cell phones and sent them to several other schoolmates. She comes to you for help.  **Respond** to the following prompts in the Ethical Scenario discussion forum by Wednesday:   * As a school counselor, what do you believe is your responsibility in this situation? * What is your school districts mandated reporting procedure in this situation?   **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. | |
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Week 5: Counseling & Pupil Support

Learning Objectives

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| --- | --- |
| * 1. Determine effective group counseling techniques. | CLO4 |
| * 1. Determine effective individual or group counseling techniques for students with social or emotional needs. | CLO5, CLO6 |

# 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. | |

# Assignments

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| **Discussion: Counseling Support Scenario** | 5.1, 5.2 |
| **Consider** the following scenario:  Jonathan is a new high school counselor at Jefferson High School in the midst of his first year. Jonathan just had a meeting with the teachers and parents of Clarissa, who is a 16-year-old sophomore, has had a recent drop in grades, seems apathetic in class, and seems to become easily upset or frustrated in many of her classes. Jonathan has suggested he invite Clarissa to talk with him the next day. During that initial meeting Clarissa begins to cry and says she doesn’t know why. Jonathan suspects that Clarissa is depressed and may benefit from medical and mental health resources outside of the school setting. Jonathan is mindful of the fact that he should only practice within the boundaries of his competence but is also familiar with outside resources to which students and families may be referred. However, Jonathan decides it would be better to ask Clarissa and her parents for permission to start individual or group work at school.  **Respond** to the following prompt in the Counseling Support Scenario discussion forum by Wednesday: Do you agree or disagree with Jonathan’s decision about how to help Clarissa at this time? Provide rationale for your position.  **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. | |
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Week 6: Pupil & District Support Systems

Learning Objectives

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| --- | --- |
| * 1. Explain how student study teams are managed. | CLO3, CLO4, CLO5 |
| * 1. Interpret the IEP process for your district. | CLO3, CLO4, CLO5 |
| * 1. Determine individual academic counseling techniques for students with special needs. | CLO3, CLO4, CLO5 |

# 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. | |

# Assignments

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| **Discussion: Transition Services Scenario** | 6.1, 6.2, 6.3 |
| **Consider** the following scenario:  Mr. Hunter is a Jr. High Social Studies teacher who works with a couple of students who have IEPs and “504” plans. Mr. Hunter realizes that the goals and needs of each student are quite different, one from another, and future educational planning, graduation and transition services vary greatly for each student.  **Respond** to the following prompts in the Transition Services Scenario discussion forum by Wednesday:   * As a school counselor, how can you assure that the educational and transition needs of these students are being met? * How do you make sure that they will have the appropriate skills necessary to succeed in their next phase of life?   **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. | |
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Week 7: Program Development & Evaluation

Learning Objectives

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| --- | --- |
| * 1. Explain how parent-teacher involvement programs are conducted. | CLO6 |
| * 1. Implement an in-service education program for school staff. | CLO1, CLO6 |
| * 1. Apply data analysis results for program improvement such as a needs assessment or program evaluation. | CLO3 |

# 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. | |

# Assignments

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| **Discussion: Teaching Program Scenario** | 7.1, 7.2, 7.3 |
| **Consider** the following scenario:  It is early November of your first year as a school counselor. Mr. Sanchez, a 9th grade teacher for Learning Disabled students, is not happy with the lack of progress his students are making in Basic Algebra. The parents of the students in the class have also expressed concern as they feel their children are not learning what they need to know. The Principal, Mr. Lino Alvarez, has been coming around to the classroom and has also expressed concern. As the School Counselor for this section of students, the principal and the teacher have asked you to help come up with some ideas for a program which would help determine the best approach for learning basic algebra.  **Respond** to the following prompt in the Teaching Program Scenario discussion forum by Wednesday: What is the basic process you would consider for helping the principal and the teacher in selecting a good teaching program?  **Note**. You do not need to come up with the program itself, just the process you believe would help in the selection of the program.  **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: Advocacy & Safety Procedures

Learning Objectives

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| --- | --- |
| * 1. Interpret the effective implementation of groups for conflict management or problem-solving and peace keeping. | CLO4, CLO6 |
| * 1. Apply techniques to help students explore and acquire attitudes and interpersonal skills for personal safety. | CLO4, CLO6 |

# Activities and Resources

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

# Assignments

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| **Discussion: Problem-Solving Scenario** | 8.1, 8.2 |
| **Consider** the following scenario:  You work with four different school counselors at Madison High School. One of your colleagues recently experienced a traumatic death in their family. You have noticed that they appear to be getting increasingly more distressed as the day wears on and you are getting concerned that their behavior may be interfering with their ability to carry out their duties as a school counselor.  **Respond** to the following prompt in the Problem-Solving Scenario discussion forum by Wednesday: What do you believe are your professional and personal responsibilities in this situation?  **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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| **Discussion: Course Goals** | N/A |
| **Respond** to the following prompts in the Course Goals discussion forum by Wednesday:   * In what way do you feel you have been successful in meeting the current course goals? * What do you feel you have achieved during your fieldwork experience so far?   **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: Fieldwork Log** | N/A |
| **Submit** a Fieldwork Log for the hours you have accumulated so far toward your fieldwork hour requirement.  **Note**. The Fieldwork Log is found in your Alliant International University California School of Education School Counselor Handbook. | |