# 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.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs 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 investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 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 you be prepared to function as key a member of an educational team seeking to optimize diverse children in terms of their academic, socio-emotional, and career development. You will 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 you 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

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| --- | --- | --- |
| **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 & 4Discussion ScenariosEvaluation Forms 1 and 2 |
| **CLO2**: Demonstrate knowledge of public school guidelines, organization and operation.  | Engagement | Standard 6 & 13 | Standard 28 | Week 2, 3, 4, 5, 6 & 7Discussion ScenariosEvaluation Forms 1 and 2 |
| **CLO3**: Evaluate assessment information on an independent or group basis.  | Engagement | Standard 4 & 15 | Standard 19 & 24 | Week 3, 6 & 7 Discussion ScenariosEvaluation Forms 1 and 2 |
| **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 2, 3, 5, 6 & 8Discussion ScenariosEvaluation Forms 1 and 2 |
| **CLO5**: Interpret ethical and state and federal legal considerations in the professional practice of school counseling.  | Dedication | Standard 6 | Standard 17 & 18 | Week 1, 2, 3, 4, 5, 6 & 7Discussion ScenariosEvaluation Forms 1 and 2 |
| **CLO6**: Apply socio-cultural competence skills in communicating with students, parents, teachers and administration with regard to academic requirements for individuals or groups. | Application | Standard 3, 8 & 14 | Standard 21 & 27 | Week 2, 3, 5, 6 & 7Discussion ScenariosEvaluation Forms 1 and 2 |

# 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

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>.

ASCA Position Statements. Alexandria, VA. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PositionStatements.pdf>.

[ASCA National Model FAQs](https://www.schoolcounselor.org/school-counselors/asca-national-model/asca-national-model-faqs) from the American School Counselor Association.

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

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>.

Comparison of FERPA and HIPAA Privacy Rule for Accessing Student Health Data from the Association of States and Territorial Health Officials. Retrieved from <http://www.astho.org/programs/preparedness/public-health-emergency-law/public-health-and-schools-toolkit/comparison-of-ferpa-and-hipaa-privacy-rule/>.

Foster Youth Education Toolkit created by ACR, ACSA, CCSESA, CDE, CSBA, CWC and CWDA. Retrieved from <http://kids-alliance.org/wp-content/uploads/2015/03/EdToolkit.pdf>.

High School Graduation Requirements from the California Department of Education. Retrieved from <https://www.cde.ca.gov/ci/gs/hs/hsgrgen.asp>.

High School Graduation for Foster Youth: AB 167/216 created by ACR, ACSA, CCSESA, CDE, CSBA, CWC and CWDA. Retrieved from [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).

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

American School Counselor Association. (2016). The School Counselor and LGBTQ Youth. Alexandria, VA. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_LGBTQ.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>.

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/>.

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# 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**

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# 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 | 50 |
| Site Supervisor Evaluation Forms  | 50 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: Professional Growth |  | Discussion | 5 |
| **Week 2** |  |  |  |
|  | Discussion: Working with LGBTQ Youth |  | Discussion | 10 |
|  | Assignment: School Counselor Site Supervisor Evaluation Form–First 300 |  | Evaluation Form #1 | 25 |
| **Week 3** |  |  |  |
|  | Discussion: Documentation |  | Discussion | 5 |
| **Week 4** |  |  |  |
|  | Discussion: Boundaries |  | Discussion | 5 |
| **Week 5** |  |  |  |
|  | Discussion: Counseling Session Preparation |  | Discussion | 10 |
| **Week 6** |  |  |  |
|  | Discussion: Parental Involvement |  | Discussion | 5 |
| **Week 7** |  |  |  |
|  | Discussion: Exiting High School |  | Discussion | 5 |
| **Week 8** |  |  |  |
|  | Discussion: Bullying |  | Discussion | 5 |
|  | Assignment: School Counselor Site Supervisor Evaluation Form–Second 300 |  | Evaluation Form #2 | 25 |
| **Total Points** |  |  | **100** |

Week 1: Professional Development of the School Couselor

Learning Objectives

|  |  |
| --- | --- |
| * 1. Interpret the major benchmarks in the ongoing development of school guidance and counseling as a profession.
 | CLO1, CLO2 |
| * 1. Determine the need for professional growth opportunities in keeping up with major aspects of the profession.
 | CLO1, CLO2, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2 |
| **Review** the following: * Alliant International University School Counselor Handbook
* University Procedures and Expectations
 |
| **Refer** to the materials listed in the Required Course Materials section as needed.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Professional Growth** | 1.1, 1.2 |
| **Consider** the following: *According to the American School Counselor Association (ASCA) depth and breadth of tasks assigned to school counselors often make it particularly important to engage in professional development to keep themselves apprised of current standards and practices in their field. However, the importance of professional development cannot be overemphasized, especially in a field as vital as education. Only by continually availing oneself with the latest research, techniques and knowledge in the profession can school counselors hope to stay effective in their career (ASCA). Daily, school counselors are expected to respond to a variety of tasks and fill various roles within the school environment. They are also expected to be advocates for students, engage in individual and small-group counseling, large-group academic and social/behavioral guidance, consult with staff and agencies of all kinds, and coordinate services within and outside the school setting. Therefore, need for continued professional growth through workshops, seminars and other professional growth opportunities is augmented by a trend in the profession toward educational accountability for services and contributions, as well as the demand for evidence that school counseling services meet specific standards for professional practice.***Respond** to the following prompt in the Professional Growth discussion forum by Wednesday: What two different ways do school counselors in your school or district maintain their professional growth, develop new skills, and prevent burnout?**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: Student Diversity within the School

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine legally and ethically responsible methods to work with a diverse group of students and staff within your school district.
 | CLO2 |
| * 1. Apply communication skills necessary to cultivate relationships with diverse students, teachers and peers.
 | CLO6 |
| * 1. Determine effective methods to create and maintain a school climate that welcomes and appreciates the strengths and gifts of students with diverse individual, life, and family experiences.
 | CLO2, CLO4, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** |  |
| **Explore** the following: [Supporting LGBTQ Youth](https://www.schoolcounselor.org/school-counselors/professional-development/2018-webinar-series/webinar-learn-more-pages/supporting-lgbtq-youth) from the American School Counselor Association. **Read** the following: American School Counselor Association. (2016). [The School Counselor and LGBTQ Youth](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_LGBTQ.pdf). Alexandria, VA. Henry, H. L. & Grubbs, L. (2016). [Best Practices for School Counselors Working with Transgender Students](https://www.counseling.org/docs/default-source/vistas/article_4557cd2bf16116603abcacff0000bee5e7.pdf?sfvrsn=6). Vistas Online, ACA Knowledge Center: The American Counseling Association.  |
| **Refer** to the other materials listed in the Required Course Materials section as needed. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Working with LGBTQ Youth** | 2.1, 2.2, 2.3 |
| **Consider** the following: *The American School Counselor Association (ASCA) National Standards for Personal/Social development guide school counseling programs to provide the foundation for personal and social growth as students’ progress through school and into adulthood:* *Standard A: Students will acquire the knowledge, attitudes and inter- personal skills to help them understand and respect self and others.* *ASCA suggests the following learning goals when working with LGBTQ youth:* * *Understand the unique struggles of LGBTQ students and how to minimize these negative statistics.*
* *Learn free useful resources school counselors can use to create needed change in school, including free staff development opportunities.*
* *Feel empowered and supported to become visible and strong LGBTQ allies and how to support LGBT students and save lives.*

**Select** one of the learning goals from above. **Respond** to the following prompts in the Working with LGBTQ Youth discussion forum by Wednesday: * How has your current fieldwork experience helped you develop the learning goal you selected?
* What methods have you developed for effectively working with LGBTQ youth?

**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!’ |

|  |  |
| --- | --- |
| **Assignment: School Counselor Site Supervisor Evaluation Form–First 300** | N/A |
| **Complete** the School Counselor Site Supervisor Evaluation Form for the *first 300 hours* of fieldwork experience. This form can be found in the School Counselor Handbook or obtained from the Program Director/Coordinator from your home campus. Home campuses include San Francisco, Sacramento, Fresno, Los Angeles, or San Diego. **Submit** the completed from by Sunday.  |

Week 3: Academic Consultation & Collaboration

Learning Objectives

|  |  |
| --- | --- |
| * 1. Apply individual academic counseling to various academic tutorial systems for diverse students with educational needs.
 | CLO3, CLO4 |
| * 1. Identify district computer systems to assist students with academic issues related to their schedules and programming.
 | CLO3, CLO4 |
| * 1. Determine where adjustments are needed in the academic program to best fit the needs of students based on the National Standards for school counselors.
 | CLO1, CLO2, CLO4, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** |  |
| **Refer** to the other materials listed in the Required Course Materials section as needed. **Read** the following: California Department of Education Counseling, Student Support, and Service-Learning Office. (2007). [California Results-Based School Counseling and Student Support Guidelines](http://blog.cescal.org/wp-content/uploads/2015/04/2007-CA-CDE-Results-Based-Guidelines-for-School-Counseling-Programs-2007-.pdf). Learning Support and Partnerships Division: Sacramento, CA.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Documentation** | 3.1, 3.2, 3.3 |
| **Consider** the following: *According the American School Counselor Association (ASCA) program evaluations are essential for any guidance and counseling programs within the school system. These evaluations often provide valuable information on the effectiveness of a program and what a counselor needs to do in order to make adjustments and improvements to these programs as it becomes necessary. When beginning an evaluation, the counselor should compile various forms of documentation about the program or potential program. This will include curriculum guides, unit lesson plans, attendance reports, student demographics and the school’s master schedule for the counseling programs. These kinds of information will help give the counselor a picture of the school’s current situation and provide information about things that are working well or not working so well. This will allow the counselor to determine if the guidance program, in this case one needed for attendance issues, is meeting or can meet the student’s various needs.***Respond** to the following prompt in the Documentation discussion forum by Wednesday: What two ways or types of document has been useful for school counselors at your school or district, when evaluating or creating an effective action plan for students who might be struggling academically? **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 Identity & Working with Others within the Schools

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine the expectations, schedules and function of a school counselor within a school district.
 | CLO1, CLO2 |
| * 1. Interpret California Education Code provisions and state and federal laws affecting school counselors and their workload.
 | CLO1, CLO5, CLO6 |
| * 1. Analyze professional feedback on performance from supervisors and co-workers and respond constructively to suggestions for improvement and growth.
 | CLO1, CLO5, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2, 4.3 |
| **Refer** to the other materials listed in the Required Course Materials section as needed. **Read** the following: Stone, C. (2017). [Appropriate vs. Inappropriate Duties](https://www.schoolcounselor.org/magazine/blogs/september-october-2017/appropriate-vs-inappropriate-duties?saveda=1). ASCA School Counselor Blog: Alexandria, VA.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Boundaries** | 4.1, 4.2, 4.3 |
| **Consider** the following: *According the American School Counselor Association (ASCA) ‘role conflict’ for school counselors often refers to unrealistic demands on them. This often occurs when counselors do not establish appropriate boundaries between themselves and the students. In addition, unestablished boundaries with teachers can also lead to unrealistic expectations of the counselor. Role conflict can then lead to counselor burnout because the counselor tries to help everyone. On the other hand, role ambiguity occurs when an individual is unclear about his or her role within an occupation. Role mutations occur when counselors serve in roles not intended for those in the counseling profession, which often leads to inconsistent counseling practices and programs. School counselors must be clear on the expectations and responsibilities of the school counselor to provide effective programs for students avoid role conflict problems within the school setting.***Respond** to the following prompts in the Boundaries discussion forum by Wednesday: How have school counselors in your school or district established appropriate boundaries between themselves, teachers, administrators and their students?**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: Counseling Strategies and Pupil Supports

Learning Objectives

|  |  |
| --- | --- |
| * 1. Interpret code of ethics related to conducting individual and/or group counseling sessions with diverse populations.
 | CLO4 |
| * 1. Determine effective individual or group counseling procedures and responsibilities for diverse students exhibiting social or behavioral needs.
 | CLO5, CLO6 |
| * 1. Determine appropriate support systems for students exhibiting academic as well as social or peer-related challenges within the school setting.
 | CLO1, CLO2, CLO5, CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1, 5.2, 5.3 |
| **Refer** to the other materials listed in the Required Course Materials section as needed.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Counseling Session Preparation** | 5.1, 5.2, 5.3 |
| **Consider** the following: *The use of groups by the school counselor is one of the most effective intervention strategies available for dealing with problems among adolescents. The key to working with small groups is a well-trained counselor who possesses good leadership skills. Prior to the first group session, it is often useful for the school counselor to meet individually with each student who will be participating. This meeting can help the counselor and student identify and clarify basic goals in becoming part of the group as well as determining possible intervention and appropriate strategic tasks for ‘solution-focused counseling.’ During this first meeting, school counselors may often need to implement a technique of ‘reframing’ when discussing an issue with the student and review rules prior to the student entering the group counseling session(s).***Respond** to the following prompts in the Counseling Session Preparation discussion forum by Wednesday: * Why is it useful to reframe a question or issue with a student?
* What are the necessary “ground rules” that need to be established in a group counseling session?

**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: School-Wide Academic Support Systems for Students

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain how student study teams or academic advisement meetings are conducted and managed.
 | CLO3, CLO4, CLO5 |
| * 1. Determine individual academic-related services needed for students with special or academic needs.
 | CLO2, CLO4, CLO5, CLO6 |
| * 1. Determine effective methods for working with parents, school specialists and community-based resources to refer students to appropriate state and federal intervention systems.
 | CLO2, CLO3, CLO6 |

# Activities and Resources

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

# Assignments

|  |  |
| --- | --- |
| **Discussion: Parental Involvement** | 6.1, 6.2, 6.3 |
| **Consider** the following: *Research supports what educators have long understood: parent involvement is an important factor in student achievement. Parents who have a high level of commitment to their children, set high standards, maintain a stable home environment, support achievement and become upset when grades are low, suggest that academic achievement brings honor to the family, and monitor their students’ progress continuously have children who do better in school.”**(Brown, D. Proven strategies for improving learning and academic achievement). Greensboro, NC: CAPS Publications, 1999)***Respond** to the following prompts in the Parental Involvement discussion forum by Wednesday: What ways could you help parents of students with learning challenges or special needs become more involved with the academic and social growth of their child? Identify 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 7: Program Development Assessment & Evaluation

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine effective methods to analyze data and teacher feedback for individual or program development and improvement.
 | CLO3, CLO6 |
| * 1. Explain structured and responsive services that meet identified needs of individuals or groups of students regarding academic and career choices.
 | CLO3, CLO6 |
| * 1. Interprets application and admission processes for various post-secondary institutions to assist students with graduation requirements and transition issues.
 | CLO2, CLO3, CLO4, CLO6 |

# Activities and Resources

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

# Assignments

|  |  |
| --- | --- |
| **Discussion: Exiting High School** | 7.1, 7.2, 7.3 |
| **Consider** the following: *It is beneficial for school counselors to closely monitor and assess the learning environment and progress for students. This is considered a fluid process as assessments, goal monitoring, intervention modification, and encouragement will ensure that students are progressing at a comfortable and successful rate. This process also allows the school counselor to update and to modify goals, possible areas of deficit, and various target dates, particularly when helping high school seniors prepare for graduation and beyond.* **Respond** to the following prompts in the Exiting High School discussion forum by Wednesday: What two other valuable purposes are there for closely monitoring and assessing students’ overall progress so that they are adequately prepared for exiting the high school setting?**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: Student Advocacy & Safety Procedures

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain policies and procedures related to school safety and violence prevention.
 | CLO1, CLO2, CLO4, CLO6 |
| * 1. Determine techniques to help students explore and acquire attitudes and interpersonal skills for personal safety.
 | CLO2, CLO4, CLO6 |
| * 1. Interpret the effective implementation for individuals or groups for conflict management, problem-solving and peace keeping.
 | CLO2, CLO4, CLO6 |

# Activities and Resources

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

# Assignments

|  |  |
| --- | --- |
| **Discussion: Bullying** | 8.1, 8.2, 8.3 |
| **Consider** the following: *‘Whole school’ anti-bullying programs have reported impressive, lasting effects. Creating an atmosphere of zero tolerance both for bullying and for standing by during violent acts. This is accomplished through many ‘consciousness-raising’ tactics, involving parents, teachers, administrators and, of course students.* **Respond** to the following prompts in the Bullying discussion forum by Wednesday: What three components have you discovered in your school or district that have been important when developing a program to reduce or eliminate bullying? **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!’ |

|  |  |
| --- | --- |
| **Assignment: School Counselor Site Supervisor Evaluation Form–Second 300** | N/A |
| **Complete** the School Counselor Site Supervisor Evaluation Form for the *second 300 hours* of fieldwork experience. This form can be found in the School Counselor Handbook or obtained from the Program Director/Coordinator from your home campus. Home campuses include San Francisco, Sacramento, Fresno, Los Angeles, or San Diego. **Submit** the completed from by Sunday. **Note**. You will receive a grade of In Progress for this course until the evaluation form for the second 300 hours of field work has been submitted. |
| **Faculty Note**: Send an email to the Program Director or Coordinator of each campus if any student receives an incomplete for this course. Inform students that if forms are submitted after the course closes they will need to email them to your directly. Forms that are submitted after the course closes should be emailed directly to you. Once you receive the form submit a Grade Change form to the Registrar.  |