

SYLLABUS FOR FIELD PRACTICE IN SCHOOL COUNSELING (COUN249)

Thursday Spring 2021

California State University, Fresno

Important Note During Pandemic:

Health Screening:

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus

Introduction and Course Description

Supervised counseling practice in school settings. 200 hours of supervised practice in a school setting plus either another 100 hours in that same setting or 100 hours in a setting other than a public school **for each 4 units of field practice**. This experience will lead to an understanding of the use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; 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.

Instructor Name: Dr. Song Lee	Office Number: 331
Time: Thursday Section: 5-6:50PM	E-Mail: Dr. Lee: malee@csufresno.edu

	Phone: 278-0349 (prefer emails since Dr. Lee is not in the office)
<p>Location/Website: Join Zoom Meeting</p> <p>https://fresnostate.zoom.us/j/85330400238</p> <p>Dial by your location</p> <ul style="list-style-type: none"> +1 669 900 6833 US (San Jose) +1 253 215 8782 US (Tacoma) +1 346 248 7799 US (Houston) +1 301 715 8592 US (Washington D.C) +1 312 626 6799 US (Chicago) +1 646 876 9923 US (New York) <p>Join Zoom Meeting ID: 853 3040 0238</p>	<p>Office Hours: Please email for ZOOM appointments. Dr. Lee is available for ZOOM appointments on Tuesdays from 1-4. If you cannot make it during 1-4 on Tuesdays, make sure you indicate that in your email.</p>

Please email me if you have questions and concerns regarding this course or my teaching. My intention is to be as helpful as I can to ensure you are successful in the course. If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter.

[Dr. Jenelle Pitt, Department Chair of Counselor Education and Rehabilitation, jepitt@csufresno.edu, office # 559-278-0304, CER Department # 559-278-0340]

Prerequisites

Students are required to be admitted to the PPS Credential Program, possess a valid Teaching Credential, or a valid Certificate of Clearance or a valid Substitute Teaching Credential. Must have passed COUN 208 with a letter grade of “B” or better. Students in this online course must have a computer and internet connection to access the course through CANVAS and ZOOM.

Required Textbooks and Materials

Required Readings: No need to purchase a textbook. Free access reading materials needed are in Canvas under each assigned Modules.

Recommended (not required):

Byrd, R., & Erford, B. T. (2014). *Applying techniques to common encounters in school counseling*.

A case-based approach. Upper Saddle River, New Jersey: Pearson Education, Inc.

Ethical Standards for School Counselors:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Field Placement Handbook: School Counseling: On Canvas and on

<https://www.fresnostate.edu/kremen/masters-counseling/>

Course Goals and Primary Learning Outcomes

Course Goals:

This course supports the development of the following professional dispositions among students: critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will demonstrate these dispositions through their class discussions, written assignments, and case studies. Students will be given feedback on their development of these dispositions as an ongoing process and through a written evaluation sheet at the end of the semester.

Primary Learning Outcomes:

Upon successful completion of field experience, students will be able to demonstrate the following:

Objective 1: Apply individual and group counseling skills to students in an approved educational setting. CTC 14, 17, 21, 26 (New CTC2020 Standards: SCPE 5)

Objective 2: Apply knowledge of human behavior to students in an approved school setting. CTC 9,14, 21

Objective 3: Students will apply knowledge of learning theory in an approved school setting. CTC 2, 14, 17,19

Objective 4: Demonstrate an awareness of socio-cultural factors by working with students from diverse cultural backgrounds in an approved elementary school setting. CTC 3, 5, 14

Objective 5: Apply knowledge of psychological and educational assessment in an approved school setting. CTC 4, 14

Objective 6: Apply the principles of career planning with individual students or groups of students in an approved school setting. CTC 17, 20

Objective 7: Provide counseling services related to current policies and critical issues relevant to an approved school setting. CTC 12, 17, 18

Objective 8: Apply ethical and legal considerations to all activities with which the field placement student becomes involved in an approved school setting. CTC 6, 18

Objective 9: Apply skills of consulting with parents and teachers in an approved school setting CTC 7, 10

Objective 10: Demonstrate knowledge of supervision and mentoring models. CTC 16, 22

Objective 11: Demonstrate skill in program development and evaluation. CTC 22

Objective 12: Demonstrate skill in implementing prevention programs. CTC 22

Objective Requirements in Field Experience (CTC Program Standard 4 – Fieldwork):

Competency Activities and Experiences in the following Areas (at least 300 hours direct pupil contact over 2 semesters—or 150 direct hours per semester)
Gain supervised experience in the understanding and use of a variety of school resources, including these 5 areas: a) data and information systems on student learning and achievement; b) career development materials; c) information on colleges and universities; d) the use of school technologies for information access, teaching and learning; e) and tests and measures used in assessing student learning and achievement, development of school, family, and community partnership.
Gain supervised experience in comprehensive student support systems that provides prevention and intervention services on behalf of students around crisis and trauma, including but not limited to: a) suicide and homicide risk; b) and assessment and school shootings.
Work with students of diverse backgrounds (150 hours) including: a) socioeconomic disadvantages, English learners, homeless youth, foster youth; b) students with disabilities (including Section 504 plans), students experiencing suspension and expulsion from school, sexual minority youth (LGBTQ+), racial and ethnic minorities; and c) understand information on school, district, State, and Federal policies and the impact of resulting practices.
Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations. Dispositions and recommendations for self-care and self-work, for example, candidate participating as a counselee in individual and/or group counseling. (Note: This will be a part of intern’s class assignment but students should consult and work with site supervisors to make the plan relevant).
Within the required 600 fieldwork hours, candidates are required to complete at least 100 hours of experience in each of the following areas: Social/Emotional, College/Career, and Academic [<i>Appendix A-School Counseling Performance Expectations (SCPEs) #3, #4, and #5 for specific activities pertaining to these three areas</i>]. See Coun249 for all the SCPEs which students could get field practice in.

Course Organization

The field practice requirements have been established through the California Commission on Teacher Credentialing (CCTC) and CSU Fresno. There is a 300-clock hour requirement for the M.S. in Counseling, Option in School Counseling and 600-clock hour requirement for the PPS credential. Those completing both the M.S. degree and PPS credential are required to do 600-clock hour. For the PPS credential, the student must verify **practice at two of three school levels such as elementary, middle, or high school with a minimum of 200 clock hours at each level.** The CSUF program meets the 600 clock hours for the PPS credential as follows: Students will complete 600 clock hours by enrolling in two 4-unit field placements (8 units). Four (4) semester units will be credited for completion of 300 clock hours in field placement. These 300 hours can include 100 hours in a setting other than a public school.

Setting Up the Field Placement Assignment:

1. The student is asked to seek out and make suggestions for the field placement; when the student is not able to establish a placement, he/she will refer to the university supervisor for suggestions. When the student takes the initiative, there is a better chance of the person being in the correct regional or geographical distance for the school.
2. Once the placement site has been chosen, the field placement student and the university supervisor will meet to discuss the placement; both are required to meet with an official from the selected field site to finalize the placement. At the time of the meeting the field contract will be initiated if not previously started.
3. The student is responsible for setting the days and the time of the placement.
4. Students are responsible for becoming aware of the regulations, rules, and school operating system in which the field placement is carried out during the assignment.
5. The university's commitment to provide a learning environment free of harassment, discrimination and sexual harassment extends to their remote learning sites as well.

On-Site Supervision of the Field Practice:

1. Out of the 600 hours, district level supervisors must possess the PPS Credential for a period of two years prior to the placement for the 400 school counseling clock-hour requirement in public schools with school-age students. A PPS Credential is not required for supervisors of 200 school counseling clock hour requirement that may be completed outside the school setting, even though this person should be appropriately credentialed or licensed. Supervisor is to provide student a copy of their valid PPS credential or appropriate credential/license.
2. Agrees to set aside a minimum of one hour each week for individual supervision or 1.5 hours a week for group supervision with not more than 4 interns; and, agrees to be available for the student when the need arises.

3. Upon completion of the course, the on-site supervisor will complete an evaluation of the student; this evaluation will be shared with the student and both parties will sign the agreement.
4. Provide individual and/or group counseling experiences for the student counselor.
5. Complete the Supervision Training (CTC requirement) on models of supervision, the School Counseling Performance Expectations (SCPEs), program fieldwork requirements and responsibilities of site supervisors. A link will be emailed to you by the university field placement instructor.

University Supervision:

1. Directs the field placement class; sets times for class and works with each student individually.
2. Works with the student to select a site and meets with the student and an official from the school on an as needed basis.
3. Communicates with students and site supervisors in the following ways:
 - a. May visit the site to meet with the official and the student in order to complete the field contract for the placement as needed.
 - b. Supervise progress of students in completing hours and required activities.
 - c. Visits on-site personnel to work toward resolution of problem(s) as needed.
4. Has full responsibility for providing grading format and assigning final grade for the course.
5. Email the site supervisors the Supervision Training and ensures site supervisors receive the evaluations to complete at the end of the semester.

Examinations and Major Assignments

Assignment I-Documents:

Students are required to obtain the following by the 2nd week of class and may not begin their field experience before submitting the following documents to the instructor.

1. Hold a valid TEACHING CREDENTIAL or a valid CERTIFICATE OF CLEARANCE or a valid SUBSTITUTE TEACHING CREDENTIAL. Submit a copy to instructor before starting internship.
2. Carry professional liability insurance for the duration on the field placement---As a Fresno State registered student, you do not have to purchase additional liability insurance. However, you could also purchase your own liability insurance (see instructor).
3. Complete a field placement contract at the site at which the student has selected to complete the field placement assignment. The contract must include the competencies expected,

experiences used to attain competencies, and a plan for determining competency attainment. The contract must be signed by all three parties (i.e., student, field supervisor, university representative) before the start of field site experience.

4. Provide Medical Clearance (documentation of negative TB Test done within a year) by the second week of the semester.

Note: Student may be administratively dropped, be asked to stop field placement experience, and/or receive no credit without these documentations above. As an ethically responsible counselor in trainee, you are to ensure that you have the appropriate health status and cleared background in order to work with students in K-12 settings.

Assignment II- Site Packet:

Collect the following information about your school site and upload on Canvas (CTC 28)

Packet must include all items or information below:

1. Your site and district mission and vision for the counseling program.
2. Create or obtain an Organization chart of personnel at the counseling center you are interning.
3. What are the school counselors' roles and job description at your site.
4. How does the school assess their students' counseling needs (social emotional/academic/Career/College both individually and school wide?
What available data do counselors have to work with?
5. Demographics of the student population (including ethnicity, gender, and socio-economic status).
6. Data and Assessment instruments available to evaluate the counseling program.
7. List all resources and services available for students in the counseling program, at the school, and at the district.
8. Describe the IEP/504/SST processes at your school site and/or district.
9. Inquire/Interview your supervisor on how they maintain self-care as a school counselor, what they see as difficulties as a school counselor and how to overcome them, what they like most about their job as a school counselor, and any wisdom they would like to share.
10. List sources you used to collect these information.

Assignment III-Case Study (CTC 23, 26, & 29):

Candidates are required to provide counseling and/or intervention for a student at risk of school failure. Students will bring at least one student case or intervention used at their site to discuss during each class. They are required to submit one case study write-up. **See Field Placement Handbook for Case Study template:**

<https://drive.google.com/drive/folders/1EL4XIGrhDFSV5jliZnQoHhgockYvOWjy?usp=sharing>

In all your case conceptualization and intervention, consider these mindsets from ASCA (4th edition):

M 1. Every student can learn, and every student can succeed.

M 2. Every student should have access to and opportunity for a high-quality education.

M 3. Every student should graduate from high school prepared for postsecondary opportunities. M 4. Every student should have access to a school counseling program.

M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators and education stakeholders.

M 6. School counselors are leaders in the school, district, state and nation.

M 7. Comprehensive school counseling programs promote and enhance student academic, career and social/emotional outcomes.

Assignment IV-Lesson Plan (CTC SCPE6-4):

1. Create a 20 minute lesson plan based on the ASCA model and present it to the class (in PowerPoint) at the assigned dates. Objective: Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments. The assignment includes the following 4 components that must be turned into instructor:
 - a. Summary of data/information: Gather data from your school to support the need for your lesson. Data collection can be any of the following—i. available data from the school, district, and/or state; ii. Observe and gather information from the school Administration/faculty/staff to see what the needs of students are; ii. Or you may collect anonymous surveys from students/parents/teachers/counselors. (Please work with your site supervisor on this to ensure you are following school policies and to obtain permission. The focus is to ensure you based your lesson plan on needs based on data you've collected.) Hand in a summary of your findings and from what source of data.
 - b. Complete a plan using the Lesson Plan template from ASCA (posted on Canvas) to brainstorm and submit to instructor.
 - c. Create a pre- and post- assessment for the lesson plan.
 - d. PowerPoint presentation should focus on the lesson and pre/post test. Turn in a copy of your lesson plan, PowerPoint, and pre/post assessment to the instructor before you present.
2. Although it is only 20 minutes, try to be interactive and build relationship/trust with your audience.

Assignment V- Self-Care Plan (CTC Program Standard 4- Field Work #6):

Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations. Dispositions and recommendations for self-care and self-work, for example, candidate participating as a counselee in individual and/or group counseling. Use the forms that your faculty provided to complete the assignment.

Assignment VI - Logs and Internship Hour Requirements:

1. A major emphasis will be placed on the counseling log as this is the main method used by the university supervisor to keep track of the events covered during the placement. The log must be

presented in such a way for the university supervisor to become aware of what was actually accomplished during each day of the placement. One line entries are not acceptable. The field placement student will need to specify, on a daily basis, what did occur at the site and offer some detail of the activity. Examples will be provided in the Coun249 Handbook.

2. Three hundred (300) hours must be logged in order for the student to gain credit for each 4-unit course. Consistency of the field placement student is emphasized. This includes being on time, meeting assigned hours and keeping school officials informed on any changes that take place in the scheduling. On the average, in order to meet the time frame, students need to plan on working at their field placement site a **minimum** of 20 or more hours per week (depending on how many weeks the current semester is).
3. Log your hours on a daily basis. It is suggested that you set up your log on a computer and make entries when the day is over. Both the on-site supervisor and the university supervisor may want to read and check your log at any time.

Assignment VII – Evaluations: (Use google forms under Assignments in Canvas to complete these).

1. Student Evaluation of Field Placement (completed by you)
2. Evaluation of School Counselor Trainee (completed by your counselees/K12 students)
3. Evaluations completed by site supervisor: Program Eval; Eval of Intern; Disposition of Intern Eval.

Study Expectations:

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. However, this is an internship course. Therefore, you will be spending hours for chapter readings/assignments and at your internship site. Hours will vary depending each students' roles at site and hours needed to complete 300 hours for each 4 units of Coun249.

For free tutoring on campus, contact the [Learning Center](http://www.fresnostate.edu/studentaffairs/lrc/) (<http://www.fresnostate.edu/studentaffairs/lrc/>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052.

"Our campus has developed [SupportNet](http://www.fresnostate.edu/studentaffairs/supportnet/) (<http://www.fresnostate.edu/studentaffairs/supportnet/>) to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by SupportNet to succeed in this course."

Participation Standards (ONLINE)

Our meetings will be conducted via ZOOM (or on campus as indicated on the course of schedule). We will conduct class on ZOOM similar to face-to-face class. Participation is expected from everyone. If for some reason, you cannot connect to the internet to access ZOOM, you will need to

call in to the meeting via telephone. When your instructor sends you the link, she will also send you a number to call in.

Grading

You are expected to attend the ZOOM meetings (online) during class time. Only 2 excused absences are allowed. You will not pass the class if you miss more than 3 classes. If you are absent from class, it is your responsibility to check on announcements made while you were away.

A Credit grade will be assigned by the instructor upon the completion of all course requirements at a professionally acceptable quality as stated in the following Evaluation Section. Students will be asked to resubmit written work that is deemed unacceptable. The quality of work performed at the placement must be deemed satisfactory by the on-site supervisor in order for the hours to be accepted.

“RP” grade will be given to students who complete at least two-thirds of the required coursework satisfactorily AND at least 150 clock hours of work experience at an approved school setting. Students who do not fulfill BOTH conditions may receive a “NC” grade. Students are not allowed to enroll in eight units of COUN 249, i.e., TWO Field Placements, unless they can complete a minimum of 450 clock hours during the semester they enroll in both field placements. Students will receive a “NC” grade in one or both field placements if they fail to complete the required hours.

Evaluation

(Credit or Non-Credit--Assignments not meeting these requirements will need to be redone or if deemed appropriate by the instructor, a remediation plan will be put in place for students to achieve before receiving CR).

Assignments and Due Dates	Evaluations for Credit (CR) or No Credit (NC)
<i>Acceptable Written Assignments</i> (Pertain to all Written assignments).	Content completely relevant and well organized. Grammatical structures generally correct. Correct use of punctuation and very few spelling errors. Shows insight, multicultural awareness, self-awareness, and critical thinking. Must thoroughly discuss key points or what was required for the assignment.
Assignment I: Documentations Due: 2 nd week of class/before starting internship.	All documentations in Assignment I must be received by the 2 nd week of class or the student may be administratively dropped, asked to stop field placement and/or will not be able to receive CR for the course.
Assignment II: Self-Care Plan	Realistic plan consistent with your self-assessments.

Due:	Shows insight and awareness. Complete what's required.
Assignment III: Site Packet Due:	Must include all items requested on previous page.
Assignment IV: Case Study (Written Assignment) Due:	In addition to being an acceptable written assignment, the assignment must illustrate your knowledge of a theoretical orientation (of your choice) by using the theory in assessment, treatment, and discussions. One case study is required for each 4 unit coursework. If you are taking an 8-unit course, you'd need to complete 2 case studies.
Assignment V: Lesson Plans (Written Assignment) Due:	See Acceptable Written Assignment Evaluation above. Lesson Plans must follow the template provided.
Assignment VI: Logs Due: Finals week (or if instructor agrees, a date before the end of the semester—no later than that)	Log your hours on a daily basis. It is suggested that you set up your log on a computer and make entries when the day is over. Both the on-site supervisor and the university supervisor may want to read and check your log at any time. See Log and Internship Hour Requirements on previous pages of this syllabus for more details.
Assignment VII: Supervisor Evaluations Due: Finals week (or if instructor agrees, a date before the end of the semester, no later than that)	The quality of work performed at the placement site must be deemed satisfactory or meets expectation by the on-site supervisor in order for the hours to be accepted. Supervisors will rate your work at the end of the semester on the Evaluation of the Placement Student Form, Candidate Disposition Form, and Employer Evaluation (in the PPS Forms On-Site Supervisor Packet). If there are serious concerns with your work at the site, remediation plans may be put in place for you to complete before receiving Credit for the course. If remediation plans need to extend beyond the semester, completion of the course will be postponed. Remediation plans may involve the Clinical Review Committee at the Department level.

Subject to Change Statement

This syllabus, schedule, and content on Canvas are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Note: We will not ZOOM on the finals week. Final's week is for you to collect all required documents and submit them where indicated: Logs/Summary Sheets in your Google folder provided; Evaluations use Google forms. I will be available via email and ZOOM if needed.

Course Policies & Safety Issues

Online Communication Guidelines:

When sending email message, please include the semester with Coun249 in the subheading (ex. Fall 2020 Coun249) and include your name and last name in the email.

Tips on online communication: Sender—Think and Reread before sending. Receiver—Don't try to read behind the lines. Sometimes typed words could sound harsh or condescending—in our perception—but the sender may have not meant it in that way. Use positive thoughts and assume good intentions.

Course Assignments and Files:

Students must keep a copy of their submitted coursework in case assignments are misplaced. Students are fully responsible for the timely re-submission of their work upon the instructor's request. Definitely keep copies of your logged hours, contracts, and evaluations.

Concerns or Prohibitions (Dos and Do nots) to Ensure Success of all Students:

DO dress is similar to face-to-face classrooms (except you don't have to wear shoes). DO show respect toward others while in a ZOOM meeting.

DO leave your video on for better communication and connection of members.

DO mute yourself if there is noise in the background.

DO eat/drink if you are hungry/thirsty and have your food available right in front of you like in class.

DO NOT text/chat with each other or other people unless the instructor allows you to do so for class discussions.

DO NOT lay down while zooming – this could be distracting.

DO NOT engage in other activities while in ZOOM class. You are to be as fully engaged as possible.

*We may be setting new rules as we get more familiar with meeting in ZOOM.

Confidentiality and Privacy Act Concerning Your Students:

When discussing cases on ZOOM or in person, maintain the confidentiality of your students (leave identifiable information out of the discussions). The Family Education Rights and Privacy Act (FERPA) of 1974 assures the right of privacy of all student records including test scores and any behavior issues. You are not to release any information without written consent, unless it is with your supervisor, which falls under privilege communication. All communications you have about your students need to be privileged communication. Privileged communication is a conversation

conducted with someone that state and federal law identifies as a person with whom conversations may legally be kept confidential.

Due to confidentiality of the students you work with and your own confidentiality rights, please do not record video sessions unless you get permission from the instructor. If the instructor needs to record the ZOOM session for another student, the instructor will inform everyone before doing so. The instructor and student with the recordings must delete the recordings after viewing. Please choose a place to ZOOM in where issues of students could be discussed in confidence. Use headsets/earpiece to ensure confidentiality if you will be a location where others may walk by.

***DO NOT** record videos, live stream, or show images of the course/students/peers or course contents onto other social media platforms. You have the ethical and professional obligation to maintain confidentiality and intellectual properties of all those around you. Unethical behaviors may result in disciplinary actions set forth by the program, Department, and/or University.*

University Policies

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact [Services to Students with Disabilities](http://www.fresnostate.edu/studentaffairs/ssd/) (http://www.fresnostate.edu/studentaffairs/ssd/) in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

“Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism:

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to

do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore](http://www.kennelbookstore.com) (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior in face to face and ZOOM classes:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

<http://www.fresnostate.edu/studentaffairs/studentconduct/conduct/disruptive.html>

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

[Technology Innovations for Learning & Teaching](http://www.fresnostate.edu/academics/tilt/) (TILT)

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Intellectual Property Provision:

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Tentative Course Schedule:

The schedule and procedures for this course are subject to change in the event of extenuating circumstances. Every class time will be devoted to case/intervention discussions (1.5 hours per CTC) and readings/assignment discussions (20 minutes). Your readings and where to upload assignments will be within the modules in Canvas, correlating to this course schedule.

Note that we do not have a textbook. Go to Canvas and read the assigned readings before class time for that date.

Tentative Course Schedule

Dates & Module	Topic <i>These topics will be discussed in relation to your experiences at your site and as a future school counselor. Therefore, please do the readings to have a background idea for a more interactive discussion and learning.</i>	Assignments and supplemental readings Due on Date Assigned <i>For all students taking Coun249 for the first time.</i>	<i>2nd Semester of Coun249</i>
Jan 21 Module 1	Introductions Syllabus Go over assignments that you may need to start on even though it's due later.	Log into ZOOM at class time.	Log into ZOOM at class time.
Jan 28 Module 2	Ethics and Self-Care Plan	Due: <i>Assignment I- Documents (Certificate of Clearance, TB test negative, Site Contract)</i> Read: Go to Canvas to read all posted under Module 2 before class.	Due: <i>Assignment I- Documents (Certificate of Clearance, TB test negative, Site Contract)</i> Read: Go to Canvas to read all posted under Module 2 before class.
Feb. 4 Module 3	School Counselor Identity and Roles: Social Emotional/Academic/College-Career	Due: Self-Care Plan – upload on Canvas Read: Materials under Module 3 in Canvas	Due: Self-Care Plan Read: Materials under Module 3 in Canvas
Feb.11 Module 4	Legal and Ethical Considerations/Obligations in School Counseling *Rights and Advocacy: SST, 504, IEP etc	Read: In Module 4	Read: In Module 4
Feb.18 Module 5	Human Development; Learning Theories; Solution Focus	Due: <i>Assignment III-Site Packet</i> Read: Module 5 Come prepare to talk about application of theories in your work.	Due: <i>Assignment III-Site Packet</i> Read: Module 5 Come prepare to talk about application of theories in your work.

Dates & Module	Topic <i>These topics will be discussed in relation to your experiences at your site and as a future school counselor. Therefore, please do the readings to have a background idea for a more interactive discussion and learning.</i>	Assignments and supplemental readings Due on Date Assigned <i>For all students taking Coun249 for the first time.</i>	<i>2nd Semester of Coun249</i>
Feb.25 Module 6	Supervision and mentoring models Explore qualities of a good supervisee/mentee and supervisor/mentor	Read: Module 6	Read: Module 6
Mar. 4 Module 7	Social Justice and Diversity Issues in School Counseling -Class Online in ZOOM Meeting Room-	Read: Module 7	Read: Module 7
Mar. 11 Module 8	Discuss Developing Curriculums and Classroom Management Lesson Plan and Sign up for Presentations on the 3 areas: Social/Emotional; College/Career; Academic. Lesson Plan and PowerPoint Presentation due April 15.	Do a google/library search on developing curriculums and classroom managements and bring ideas to share. Read: Module 8	Do a google/library search on developing curriculums and classroom managements and bring ideas to share. Read: Module 8
Mar.18 Module 9	Crisis and Trauma Counseling	Read: Module 9	Read: Module 9
Mar.25 Module 10	Consulting with Parents and Teachers Go over Case Study	Read: Module 10	Read: Module 10
April 1	Spring Break! NO CLASS	NONE	NONE
April 8 Module 11	Program Development and Evaluations	Read: Module 11	Read: Module 11
April 15 Module 12	Presentations or another topic of interest	Due: Assignment V- Lesson Plan and PowerPoint Presentation	Due: Assignment V- Lesson Plan and PowerPoint Presentation

Dates & Module	Topic These topics will be discussed in relation to your experiences at your site and as a future school counselor. Therefore, please do the readings to have a background idea for a more interactive discussion and learning.	Assignments and supplemental readings Due on Date Assigned For all students taking Coun249 for the first time.	2 nd Semester of Coun249
		3 presentations: 20 min	
April 22 Module 13	Presentations (20 minutes each students)	3 presentations Due: Case Study	Presentation Due: Case Study
April 29 Module 14	Presentations	4 Presentations	
May 6	NO CLASS-consultation days		
May 13 Module 15 Finals Week	Submit all paperwork on checklist to google folder (keep for 7 years). Make sure you keep a copy of everything for yourself.	Due Assignment VI and Assignment VII (All logs and evaluations due)	Due Assignment VI and Assignment VII (All logs and evaluations due)

APPENDIX A

Pupil Personnel Services: School Counseling Performance Expectations

SCPE 3: Student Academic Development

1. Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal-setting, etc.
2. Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).
3. Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.
4. Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.
5. Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school).
6. Knowledge and understanding of state and local academic standards, grading policies and state testing.
7. Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.
8. Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.
9. Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.

SCPE 4: Student College and Career Development

1. Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.
2. Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.
3. Knowledge of state and local graduation requirements, and provisions for marginalized populations.
4. Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs

available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).

5. Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.
6. Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.
7. Ability to promote developmentally appropriate college affordability planning, and establishing a school wide career and college culture throughout PreK-12 schools.
8. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.
9. Knowledge and understanding of local and national career and job market trends.
10. Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.
11. Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL).
12. Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.
13. Demonstrate ability to develop four and six-year academic and post-secondary planning.
14. Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.

SCPE 5: Social/Emotional Development

1. Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.
2. Model and demonstrate essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.
3. Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a non-judgmental and inclusive manner.
4. Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.

5. Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.
6. Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.
7. Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.
8. Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.
9. Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.
10. Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.
11. Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.
12. Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.
13. Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.
14. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.
15. Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.

APPENDIX B

We want our students to be successful despite obstacles. Note that in your Canvas dashboard, there's a link to Project HOPE. Click on that link for resources that may be of support to you in taking care of your physical/mental health needs and necessities. The link is also here: <http://www.fresnostate.edu/studentaffairs/health/counseling/project-hope.html>

Please reach out to your advisors and instructors if they could be of assistance as well.

For information regarding Fresno State's information on COVID19, testing, reporting, and support: <http://www.fresnostate.edu/president/coronavirus/index.html>

