



**Kremen School of Education
and Human Development**

Department of Counselor Education & Rehabilitation



Fall 2022

Syllabus for

**COUN 249 • FIELD PRACTICE IN SCHOOL
COUNSELING**

(4 units)

Gitima Sharma, Ph.D.

Syllabus for COUN 249 • Field Practice in School Counseling (4 units)

Semester: Fall 2022

Department: Counselor Education & Rehabilitation

Course Name: Field Practice in School
Counseling

Instructor Name: Dr. Gitima Sharma

Units: 4

Office Location: ED 463

Time: Mondays, 5:00-6:50 pm

E-Mail: gsharma@csufresno.edu

Location: We will meet every Monday at 5:00
p.m. via zoom.

Office Hours: Tuesdays 4:00 to 7:00 p.m. and by
appointment via Zoom
(<https://fresnostate.zoom.us/j/85996243932>). Please note, the
office hours zoom link is different from class zoom link.

Zoom Link:

<https://fresnostate.zoom.us/j/84877639581>

*The following sections regarding COVID are subject to change
given changing circumstances on-campus and in the community.
Please check the COVID website for the most up-to-date information at:*

www.fresnostate.edu/coronavirus

Vaccination: In order to create a safe environment on campus, all students must be vaccinated against the SARS-CoV-02 virus, or obtain an exemption, in order to attend

classes on campus or access any services on campus. Documentation of the first dose of the vaccination must be uploaded to the student portal by Aug 20, and documentation of the final dose by Sept 30. Students may request an exemption to the vaccine requirement by going to their student portal to complete the COVID self-certification. Students with vaccination exemptions are subject to weekly COVID testing. You are not allowed to come to campus if any of the following is true:

- You have not been vaccinated, and have not been granted an exemption, or
- You have been granted an exemption, but have not completed your required weekly testing.

Health Screening: Students who come to campus and/or are participating in off-campus in-person experiential learning will be required to complete a [daily health screening](#) before coming to campus or learning site. You are not allowed to come to campus if any of the following is true:

- If you are experiencing COVID-19 symptoms (vaccinated or not).
- If you have tested positive within the past 10 days.

If you have a suspected or confirmed case of COVID-19, please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Face coverings are required to be worn indoors on-campus and during in-person classes (vaccinated or not), and/or in accordance with learning site requirements if participating in off-campus experiential learning, to reduce the risk of community spread of COVID-19. The [Student Health and Counseling Center](#) has complimentary masks available for students who need them. The mask requirement may be modified if/when transmission rates in Fresno County drop below the threshold identified by the CDC.

Please remember that the same student conduct rules for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright laws. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Course Description

Supervised counseling practice in school settings. A total of 400 hours of supervised counseling practice for each 4 units of field practice. Out of 400 hours, 300 hours of supervised practice must be in a school setting. Another 100 hours can be in that same setting or in a setting other than a public school. 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.

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 241 and 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: Free access to required readings is provided within the canvas. No need to purchase a textbook.

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/>

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.

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 800 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</i>

activities pertaining to these three areas]. 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. Those completing both the M.S. degree and PPS credential are required to do 800-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 800 clock hours for the PPS credential as follows: Students will complete 800 clock hours by enrolling in two 4-unit field placements (8 units). Four (4) semester units will be credited for completion of 400 clock hours in field placement. These 400 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 800 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 Binder:

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

1. Create or obtain an Organization chart of personnel at the counseling center.
2. How the school assesses their students' academic progress-both individually and school wide in the district.

3. Demographics of the student population (including ethnicity, gender, and socio-economic status).
4. Counseling programs and activities currently offered.
5. Job descriptions of school counselors.
6. Assessment instruments to evaluate the counseling program.
7. After school programs and community resources available on campus or in the neighborhood.

Assignment III- 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 IV-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 handout packet, PPS Credential Forms Pertaining to Counseling Students, for outline of areas to include in case study and outline to do case staffing. 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 V-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.)
- 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 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 are provided in the Coun249 Handbook.
2. Four hundred (400) 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:

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

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 400 hours for each 4 units of Coun249.

For free tutoring on campus, contact the [Learning Center](#) (<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.

<p>Assignment I: Documentations Due: Sept. 12th.</p>	<p>All documentations in Assignment I must be received by the 2nd 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.</p>
<p>Assignment II: Site Binder (School Information and Resources). Directions: Obtain information and summarize your findings of the 9 items listed. Due: Sept. 26th</p>	<p><u>Binder must include all items or information below:</u></p> <ol style="list-style-type: none"> 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.
<p>Assignment III: Self-Care Plan Due: Nov. 7th</p>	<p>Insightful and growth-focused.</p>
<p>Assignment IV: Case Study (Written Assignment) Due: Nov. 28th</p>	<p>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.</p>
<p>Assignment V: Lesson Plans (Written Assignment)</p>	<p>See Acceptable Written Assignment Evaluation above. Lesson Plans must follow the template provided.</p>

Due: Dec. 5 th	
Assignment VI: Logs Due: Final's week (or if instructor agrees, a date before the end of the semester—no later than the	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 P.4 of the syllabus for more details.
Assignment VII: Evaluations Due: Final's 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 and schedule 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. You are to email or hand in hard copies of all your assignments to the instructor during your finals' week class time.

Course Policies & Safety Issues

1. Immediate Access Syllabus Information

There are two primary types of access – Ebook only and Ebook with adaptive materials. Each will have their own access instructions.

EBOOK WITH ADAPTIVE MATERIALS – These are courses that have the EBOOK AND ADAPTIVE supplemental materials for homework, tests, quizzes or other adaptive components that may be assigned by the Professor. The following is a list of adaptive tools: Connect, Mastering, MyLabs (MAL, MyFinLab, MyMathLab, MyAcctLab, MyStatLab), Smartworks (SW5), ALEKS, Mindtap, Inquizitive, REVEL, WileyPlus

Access to these materials is usually a link made available by the publisher inside Canvas –If a code is needed to access these materials, it is located in the “Immediate Access (IA)” emails sent to enrolled students.

EBOOK ONLY COURSES – These are courses where no adaptive materials are used. To access these materials, students click on the “IA Bookshelf” tab inside the Professor’s Canvas page. The material should be active with the words “Read Now”. Students will need to set-up a VitalSource Bookshelf account if they do not already have one. Once an account is created, the material will be available through Canvas or by going directly to the VitalSource website and signing in.

Some main points:

- Enrolling into an Immediate Access (IA) course means that all or some of the materials are delivered to students digitally through the professor’s Canvas system.
- All Immediate Access (IA) communication will be delivered to the student’s Fresno State email account...It is the STUDENT’S RESPONSIBILITY to read all communication coming from the Bookstore. They should look for email headers such as “IMPORTANT INFORMATION” or “REMINDERS” and check the SPAM folder!
- ALL IA materials are free for the first few days of the start of the semester to all students enrolled. After the opt-out date of the term, students who did not OPT OUT of the materials will be charged on their Fresno State student account the cost of the materials. This information can be found in their welcome letter email from the Bookstore. If they did not receive an email, please contact ecarmona@mail.fresnostate.edu
- OPTING OUT means that students DO NOT want the materials delivered digitally and that THEY are responsible to get the materials on your own – usually at a higher cost. If they OPT OUT, their digital access will be revoked. **IMPORTANT!** If students OPT OUT of the program, they will also OPT OUT of the required ADAPTIVE materials including their homework, quizzes, tests, etc... This access will be turned off after the last date to opt-out for the semester.
- We ask students to NOT purchase digital materials directly from the Publisher website or make any other purchase that would require them to enter a credit card for that purchase. This will result in a DOUBLE charge! If they are OPTED IN, the campus will bill their Fresno State student account.
- **It is the STUDENT’S responsibility to OPT OUT.** Once they click on the OPT OUT link in their Professor’s Canvas page, they will receive a confirmation email within 24 hours. If they did not receive an email, please contact ecarmona@mail.fresnostate.edu
- DO NOT pay for your materials through Canvas!!! If the link provided requires an “ACCESS CODE” it will be delivered to the student in their Fresno State email account from the Bookstore. ALL CHARGES will be billed to their Fresno State student account.
- Students may pay on their Fresno State student account either online or at Joyal Administration.
 - **To make an on-line payment, go to <https://my.fresnostate.edu>, click on Student Self Service>Student Center>My Finances>View eBills/Make a Payment.
 - **To see your current balance, go to Student Self Service>Student Center>My Finances>Account Inquiry.
- If students are on financial aid, scholarship or other benefit programs they are still obligated to pay on their account...They should put this money aside.
- If students enroll **after** the Opt-out date, they will have **24 hours** to review the materials and OPT OUT of the program if they choose to purchase elsewhere.

- Any questions about the IA program can be directed to ecarmona@mail.fresnostate.edu
 - If students have issues with accessing the materials, we ask students to contact their Professor first to confirm professors have made the content available to students in their Canvas page. We ask students to use a web browser like Chrome or Firefox (DO NOT use Safari), and to make sure their pop-up blockers are off. If they still have issues, please direct them to the Bookstore or contact ecarmona@mail.fresnostate.edu for further assistance.
2. **Prohibitions:** The use of audio/video recording of course lectures and class sessions is prohibited. (Note: *federal and state laws on student disability supersede the class policy on access to lecture/material*).
 3. **Plagiarism Detection:** The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through CANVAS, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL NOT be available for your viewing.**
 4. **Diversity Statement:** It is my intent as this course instructor that learners from all diverse backgrounds and perspectives be well served by this course, that the diversity that learners bring to this course be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. If you experience disrespect or discrimination in this course, please report your experiences to me. Anything shared with me privately will be confidential. Your suggestions are truly encouraged and appreciated.
 5. **Communication and Netiquette Statement:**

Keep the following guidelines in mind as you voice your opinion and personal thoughts:

- a. **Identify yourself by your real name.** *Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.*
- b. **Write in the first person** (this is your opinion).
- c. **Use humor, joking, or sarcasm with caution.** *We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm, but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.*
- d. **What you write is public—respect your audience and be mindful of proper netiquette.** *Netiquette, also known as 'net etiquette,' includes using language free of*

profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."

- e. ***Be Professional, Clear and Respectful.*** *Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling, and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.*
- f. ***Read and Formulate Communications Carefully.*** *Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated in your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.*
- g. ***Be Tolerant and Cooperative.*** *Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.*
- h. ***Use Proper Headings and Subject Lines.*** *Emails and Discussion Forum topics should have subject lines that reflect the content of your message.*

University Policies and services

1. Intellectual Property provision

As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright law. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not re-record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by

Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

2. **Contact information for Department Chair**

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 Counselor Education and Rehabilitation Department to discuss the matter:

Dr. Alicia Becton (abecton@mail.fresnostate.edu)

3. **Students with Disabilities:** If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor immediately. Reasonable efforts will be made to accommodate your special needs. *Documentation of recommendations for accommodations from the Student Services Office should be submitted by the end of the second week of class to allow the instructor reasonable time to make accommodations.* 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 in the Henry Madden Library, Room 1202 (278-2811).
4. **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.
5. **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).

For additional 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). You may also refer to the online [required syllabus policy statement page](http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc) (http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc)

6. **Code of Ethics:** Students should refer to the Ethics Codes of the ACA, ACCA, ASCA, CAMFT, and AAMFT for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the *APA Publication Manual*. **In summary, use quotation marks and appropriate referencing in citing works / words / concepts other than your own.**
7. **Avoid Disruptive Behavior:** "The classroom (including zoom synchronous sessions) 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."
8. **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](https://library.fresnostate.edu/info/copyright-policy) <https://library.fresnostate.edu/info/copyright-policy>
9. **Technology Innovations for Learning & Teaching (TILT)** course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.
10. **For free tutoring on campus, contact the Learning Center** (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.
11. **Our campus has developed SupportNet** (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

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).

Dates	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.	Readings, Assignments, and Discussion Questions All readings are uploaded on Canvas and all assignments have to be submitted in COUN 249 google folder.
Week 1 Aug. 22	Introductions Syllabus School Counseling Ethics	Syllabus and COUN 249 Handbook Ethical Standards
Week 2 Aug. 29	School Counseling Standards and Goals	Read: ASCA competencies Due: Discussion question on School Counseling Goals
Sept. 5	LABOR DAY HOLIDAY	HOLIDAY
Week 3 Sept. 12	School Counselor Identity	Read: School Counselor Roles Page on Canvas: https://schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios Due: Documentation
Week 4 Sept. 19	School Counselor Identity	Read: At least two articles from the

		canvas page on School Counselors' Professional Identity
Week 5 Sept. 26	Academic Success	<p>Read: Following webpage on academic success: https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Academic-Development</p> <p>Due: Site-Binder</p>
Week 6 Oct. 3	Career Development	<p>Read: Read at least two pdf documents uploaded on the canvas page on career conversations in K-12 settings.</p>
Week 7 Oct. 10	Socio-Emotional Wellbeing	<p>Read: Read the article on school counselors as socio-emotional learning consultants uploaded on canvas.</p> <p>Discussion Question: Promoting socio-emotional wellbeing.</p>
Week 8 Oct. 17	Cognitive Behavior Therapy in K-12 Settings	<p>Read: Article on integrative model for school counselors and review Cognitive Behavior Therapy documents and</p>

		worksheets on canvas page.
Week 9 Oct. 24	Solution-Focused Therapy	Read: Chapter and manual on solution-focused therapy.
Week 10 Oct. 31	Emotion-Focused and Constructive Approaches to School Counseling	Read: Articles on canvas along with conducting your own search on journal articles focusing on the theory of your interest.
Week 11 Nov. 7	Self-Care	Discussion Question: Self-care Discussion Post Due: Self-Care Plan
Week 12 Nov. 14	Diversity Issues, Social Justice, and Advocacy	Read: All articles uploaded in this module. Discussion Question: Advancing systemic-level change
Nov. 22	THANKSGIVING HOLIDAY	HOLIDAY
Week 13 Nov. 28	Student Rights and Crisis Counseling	Read: All articles uploaded in this module. Due: Case Study Write-Up Discussion Question: Special

		Resources and Policies
Week 14 Dec. 5	School Safety	<p>Read: All articles uploaded in this module.</p> <p>Due: Lesson Plan</p> <p>Discussion Question: Ensuring School Safety</p>
Week 15: Dec. 12	Submit all paperwork on checklist to google folder. Make sure you keep a copy of everything for yourself.	Due: All logs and evaluations

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.