Program Response to Preliminary Report of Findings

Pupil Personnel Services—School Counseling

Institution San Jose State University

CTC Program Assessment Feedback General Comments:
The PPS program assessment document was thorough and well put together making it easy for the reviewers to find syllabi and handbook that demonstrated evidence of meeting the standards. As noted below, most of the standards were determined to be “preliminarily aligned.”

To review the program response click page numbers under Narrative & Evidence

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<th>Status</th>
<th>Standard</th>
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<tr>
<td>Preliminarily Aligned</td>
<td>1: Program Design, Rationale and Coordination</td>
<td>N/A</td>
<td>N/A</td>
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<td></td>
<td>Questions, Comments, Additional Information Needed:</td>
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<td>2: Growth and Development</td>
<td>N/A</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<td>3: Socio-Cultural Competence</td>
<td>N/A</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<td>4: Assessment</td>
<td>N/A</td>
<td>N/A</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<td>5: Comprehensive Prevention and Early Intervention for Achievement</td>
<td>N/A</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<td>6: Professional Ethics and Legal Mandates</td>
<td>N/A</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<td>7: Family-School Collaboration</td>
<td>N/A</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<tr>
<td>More information needed</td>
<td>8: Self-Esteem and Personal and Social Responsibility</td>
<td>P56 - 57</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<td>How does the narrative and syllabi address the standard about lifelong learning?</td>
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<td>9: School Safety and Violence Prevention</td>
<td>N/A</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<td>10: Consultation</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<td>More information needed</td>
<td>11: Learning Theory and Educational Psychology</td>
<td>63</td>
<td>181, 206</td>
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<td>Questions, Comments, Additional Information Needed:</td>
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<td>227 - 229</td>
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<tr>
<td>Status</td>
<td>Standard</td>
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<td><em>linguistic differences and the congruence between instructional strategies and learning.</em></td>
<td>65-66</td>
<td>275-280</td>
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<td>More information needed</td>
<td>12: Professional Leadership Development <strong>Questions, Comments, Additional Information Needed:</strong> The elements of “program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent” were not evident</td>
<td>71-72</td>
<td>276-278</td>
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<td>Preliminarily Aligned</td>
<td>13: Collaboration and Coordination of Pupil Support Systems <strong>Questions, Comments, Additional Information Needed:</strong></td>
<td>N/A</td>
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<td>14: Human Relations <strong>Questions, Comments, Additional Information Needed:</strong></td>
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<td>More information needed</td>
<td>15: Technological Literacy <strong>Questions, Comments, Additional Information Needed:</strong> It is not evident in program assessment and syllabi that students analyze data to facilitate outcomes in program management and student achievement.</td>
<td>78-79</td>
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<td>Preliminarily Aligned</td>
<td>16: Supervision and Mentoring <strong>Questions, Comments, Additional Information Needed:</strong> Curriculum Matrix p. 76 does not have a code that identified p, s, &amp;r mean.</td>
<td>N/A</td>
<td>N/A</td>
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<td>More information needed</td>
<td>17: Foundations of the School Counseling Profession <strong>Questions, Comments, Additional Information Needed:</strong> It is not evident that the history and philosophy of school counseling, trends, state and national standards are included in the course syllabi.</td>
<td>89</td>
<td>266-268 276-278</td>
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<td>Preliminarily Aligned</td>
<td>18: Professionalism, Ethics &amp; Legal Mandates <strong>Questions, Comments, Additional Information Needed:</strong></td>
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<td>N/A</td>
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<td>19: Academic Development <strong>Questions, Comments, Additional Information Needed:</strong></td>
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<td>20: Career Development <strong>Questions, Comments, Additional Information Needed:</strong></td>
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<td>21: Personal and Social Development <strong>Questions, Comments, Additional Information Needed:</strong></td>
<td>N/A</td>
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<td>More information needed</td>
<td>22: Leadership <strong>Questions, Comments, Additional Information Needed:</strong> Additional information needed on principles and styles of effective leadership, and evidence of assessment of candidates leadership.</td>
<td>94</td>
<td>196 201-202</td>
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<td>Preliminarily Aligned</td>
<td>23: Advocacy <strong>Questions, Comments, Additional Information Needed:</strong></td>
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<td>More information needed</td>
<td>24: Learning, Achievement and Instruction <strong>Questions, Comments, Additional Information Needed:</strong> More information is needed on those topics from the</td>
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<td>Status</td>
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<tr>
<td>More information</td>
<td>standard: classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plane development, and instructional strategies.</td>
<td>95-96</td>
<td>205, 207</td>
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<td>needed</td>
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<td>25: Individual Counseling Questions, Comments, Additional Information Needed: More information on how the program prepares candidates to be able to design and implement programs of wellness promotion, prevention, treatment and intervention services.</td>
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<td>26: Group Counseling and Facilitation Questions, Comments, Additional Information Needed: It is not evident that candidates obtain experience with peer helping groups.</td>
<td>98</td>
<td>186-187, 190-191, 248-250</td>
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<td>27: Collaboration, Coordination and Team Building Questions, Comments, Additional Information Needed:</td>
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<td>28: Organizational and System Development Questions, Comments, Additional Information Needed: More information needed on “student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.”</td>
<td>103</td>
<td>276-278</td>
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<td>Preliminarily</td>
<td>29: Prevention Education and Training Questions, Comments, Additional Information Needed:</td>
<td>N/A</td>
<td>N/A</td>
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<td>30: Research, Program Evaluation and Technology Questions, Comments, Additional Information Needed: Although the narrative claims that the standard is met, specific information about how educational research and program evaluation are not addressed in the required PPS program. The Educational Research seminar course is available but not required for the program.</td>
<td>108</td>
<td>N/A</td>
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<td>Preliminarily</td>
<td>31: Field Experience Questions, Comments, Additional Information Needed:</td>
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<tr>
<td>Preliminarily</td>
<td>32: Determination of Candidate Competence Questions, Comments, Additional Information Needed:</td>
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<td>Aligned</td>
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* All Program Standard Findings are preliminary until the site visit team reviews evidence at the site visit.
Pupil Personnel Services
Credential Program Specialization

School Counseling and
Child Welfare and Attendance Services

Program Report

Submitted to
Commission on Teacher Credentialing
State of California, Sacramento

By

Department of Counselor Education
Connie L. Lurie College of Education
San Jose State University
San Jose, California

Spring 2008
THE DEPARTMENT OF COUNSELOR EDUCATION

MISSION STATEMENT

The Department of Counselor Education provides professional training in counseling and pupil personnel services. The department prepares candidates to provide human development services in education, community agencies, business corporations, and other institutions.

Rapid change in the world economy demands that an increasingly diverse population be provided access to educational and career opportunities. Changing demands of scientific and technological discovery require that education and career decision making be accepted as an ongoing process throughout the life span, necessitating a new awareness and openness to change. Changing human conditions require that counseling professionals be competent, knowledgeable, and sensitive to the ethnic, cultural and linguistic origins of their clients.

Teaching and conducting scholarly work in the heart of the Silicon Valley, department faculty are aware of the need to prepare counselors to work with ethnically diverse children and families and to strive for excellence and equity in program development, as well as instruction and curriculum design.

Faculty are increasingly aware of the need to redesign existing curriculum and infuse equity and excellence into teaching, especially in the area of school counseling. To achieve this goal, the faculty of the Department of Counselor Education has made an effort to develop student achievement oriented programs and instruction to reflect our social and community needs. Special recruitment and admission efforts have been made to support culturally diverse candidates. Service learning instructional models were developed to extend the classroom experience to include clinical experience in school-to-career reform and advocate activities for student success, which provide students with a dynamic and comprehensive hands-on learning environment.

The mission for the school counseling credential program is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.
DEGREE AND CREDENTIALS

The Department of Counselor Education offers the following:

M.A. in Counseling and Student Personnel – This degree provides professional training in the area of counseling and student service. The degree program prepares candidates to work as counselors and/or consultants in human development services for schools, community colleges, universities, business entities, community agencies, and other organizations.

Pupil Personnel Services Credential – This includes three specializations offered primarily by the College of Education in conjunction with the College of Social Work. The PPS Credential is required for professionals who provide student services in K-12 schools in California. The PPS Credential specializations include the following:

K-12 School Counseling Specialization – provides training in guidance and counseling in K-12 schools. Candidates will be able to work with school students, their families, teachers, and administrators to enhance students’ personal development and academic success.

K-12 School Counseling Specialization, Internship – provides candidates with eligibility to work with students and their families within the school setting as internship counselors prior to receiving their PPS Credentials.

Child Welfare & Attendance Services Specialization - prepares candidates to be advocates of students and their families in K-12 schools. Candidates will receive training in K-12 School Counseling Specialization as well as additional specialization training in Child Welfare and Attendance Services.
## Section I  Common Standards

### Common Standard 1  Education Leadership

| The institution (faculty, dean, director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program’s administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community. |

### Department’s Vision for the Preparation of School Counselors

Department faculty are dedicated to quality preparation of PPS school counselors and child welfare attendance professionals who are committed to the improvement of society. As a result of the leadership of the Dean’s office in the College of Education, faculty developed strategic plans to articulate the college mission and vision on excellence and equity in education into our program transformation.

The process undertaken within the past six years to develop a new vision for the preparation of school counselors includes involvement in the following areas:

- **National counselor education transformation project**, funded by the education trust for program planning (1997), aimed at reforming school counselor preparation and school counseling programs for the purpose of closing the achievement gap for minority and low income students by raising expectations for success, ensuring educational equity and excellence, and involving parents and community members in collaborative efforts that ensure high academic achievement and access to a successful university education.

- **CA Professional Educator Faculty Engagement in California School to Career**, funded by CSU Hayward (1998-2001). The PEFE project, akin to a seed program, led and encouraged faculty to update their knowledge in the area of school-to-career reform and to further understand the importance of contextual and experiential learning. We prepared and carried out a program transformation process for faculty, team members, and graduate students to discuss and brainstorm how changes could take place. This project also encouraged us to expand our collaboration with our local school districts and community. As a result, we formed partnerships with two school districts on GEAR UP proposals and collaborated with Workforce Silicon Valley.

- **Gaining Early Awareness and Readiness for Undergraduate grants**, two projects funded by the federal Department of Education (1999-2005, 2000-2006, 2008-2014), one of the continued presidential educational initiatives, are designed to maximize community resources through partnerships to ensure access to college for project students from four San Jose urban school districts.
districts with a majority population of low-income families. The program provides faculty with the opportunity and a laboratory to realize its vision of excellence and equity in a real-life school setting.

Through all of these projects, the faculty developed a strong commitment to innovation and partnerships to further program improvement and formed a new vision for training school counselors with updated knowledge and skills to develop and implement comprehensive school counseling programs which can ensure high academic achievement and access to educational opportunities.

Table 1: The Department’s Vision of Achieving Educational Excellence and Equity

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<th>Traditional Focus</th>
<th>New Vision</th>
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<td>• Mental Health Clinical Model</td>
<td>• Academic / Student Achievement Focus</td>
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<td>• Individual Counseling</td>
<td>• Whole School, Community and System Concerns/Issues</td>
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<td>• Psychological Issues, Focus on Student Deficits</td>
<td>• Building Student Strengths and Self-Esteem</td>
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<td>• Service Provider, 1-1 and Small Groups</td>
<td>• Leadership, Planning, Coordinating, Program Developer</td>
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<td>• Primary Focus on Mental Health and Behavior Modification</td>
<td>• Focus on Academic Learning and Achievement, Supporting Student Success</td>
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<td>• Ancillary Support Personnel</td>
<td>• Building Student Success Team</td>
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<td>• Not Well Defined Role and Responsibility</td>
<td>• Focused Mission and Role Identification</td>
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<td>• Record Keepers</td>
<td>• Use of Data to Effect Change and Planning</td>
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<tr>
<td>• Scheduling</td>
<td>• Advocating for Inclusion in Rigorous Preparation for All-Especially Minority Youth from Low Social-economic Community</td>
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<tr>
<td>• Working In Isolation or with Other Counselors</td>
<td>• Teaming and Collaboration with All Educators in School in Resolving Issues Involving the Whole School and Community</td>
</tr>
<tr>
<td>• Guardians of Status Quo</td>
<td>• Agents for Change, Especially for Educational Equity for All Students</td>
</tr>
<tr>
<td>• Involvement Primarily with Students</td>
<td>• Working with Students, Parents, Education Professionals, Community, Community Agencies</td>
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</tbody>
</table>
The Counselor Education Program was one of three graduate programs in the Division of Educational Leadership and Development in the College of Education before 2001. In an effort to better serve the students and operate more effectively in 2001, the college restructured the organization and authorized six credential and subject programs as individual departments. As a result, the Counselor Education Program became the Department of Counselor Education in Fall 2001 (Figure 1: SAN JOSE STATE UNIVERSITY College of Education Departments).

The College of Education is led by Dean Susan Meyers, who reports to the provost, Dr. Carmen Sigler. Dr. Xiaolu Hu was reappointed to be the department chair for the Counselor Education in 2005. The department chair is a critical leader in program implementation and has direct impact on the quality of programs and effectiveness of operation and management. Department chairs are appointed for four-year terms and serve at the pleasure of the president. Dr. Hu is responsible for the day-to-day operations of the Department of Counselor Education, including department budgeting, scheduling, and faculty and staff assignments. She participates in faculty retention, tenure, and promotion processes and in faculty and staff hiring. She serves on the Dean’s Chairs Committee.
The Department of Counselor Education assigned two coordinators to share management responsibilities within the program (See figure 2). They are:

1. Graduate Coordinator – Dr. Andrew Hughey is responsible for student admission, student recruitment, approval of MA program, approval of student graduation, and approval of recommendation for PPS credential.
2. Field Supervision Coordinator – Dr. Lisa Oliver provides ongoing coordination and service to the community as well as linkage to district administrators and coordinators. Coordination time (20 percent) is authorized to assist with outreach and supervision duties for the department.

The Counselor Education Graduate Coordinator, Field Supervision Coordinator and Department Chair make decisions in consultation with department faculty, regarding temporary faculty hiring, program planning and evaluation, and ongoing student-related issues including advisement, competency evaluations and supervision. Decisions and ongoing planning pertinent to the Internship Credential are made in consultation with participating school districts. School districts make a commitment to provide supportive administrative and supervisory personnel to assist the ongoing internship program.
Communication and Collaboration

In order to foster communication and collaboration among faculty, the Department of Counselor Education had several faculty development sessions to build a scholarly community within the Department. Annual faculty retreats were held to address issues of the department improvement and development. Monthly meetings were scheduled to keep faculty updated on issues affecting the quality of the program.

The College of Education holds faculty forums every semester to address program issues and development plans at which faculty have opportunity to work together to resolve program issues and form proactive strategic plans across programs and within the college. Department Chairs meet biweekly to discuss leadership, management, and planning issues. They have built a leadership team to work together and support each other.

Technology has provided significant ways to improve information exchange, dialog, and collaboration among faculty and to enhance working together with district partners. All faculty have computer and email access to communicate with each other and with students. A fax machine is available in the department office.

Leadership in the Institution, Education Profession and School Community

During the period 1997-2002, Counselor Education faculty has sought to sustain and improve the School Counseling Specialization and Master of Arts Degree with a focus on improving the school counseling program curriculum through collaboration with school districts. The Faculty of the
Department of Education has been a pacesetter among the University’s colleges with regard to developing partnerships with schools and agencies in the region. Department faculty continually obtains a large number of grants and projects to support the collaboration and partnership. The department recently played its leadership role in the institution and community school districts when faculty proactively brought five significant projects to the community. These projects include

- **Counselor Education Transformation Grant** (1997-Present) - In collaboration with the Eastside Union High School District, the Counselor Education faculty developed a School Counselor Transformation model. To date, the department faculty has joined a group of ten national teams and led by Education Trust, developed a new vision for program transformation and planned a process to change department curriculum and instruction to train counselors to close student achievement gaps through guidance counseling programs. Since the planning process for change, the faculty has been committed to working with community school districts and taking leadership in closing student achievement gaps. The project was funded by the DeWitt-Wallace Readers Digest Foundation.

- **Professional Educator Faculty Engagement** in California School to Career project (1998-2001) - a partnership with school counselors, community college counselors, and faculty in the Department of Special Education at SAN JOSE STATE UNIVERSITY where faculty studied literature and information in the area of School to Career together. They involved their students in service based learning and planned school to career programs for counseling programs in community school districts. The project was funded by the California Department of Education.

- **Fulbright-Hays Chinese Cultural and Education Training For Teachers and Counselors in the Silicon Valley (1999)** – In partnership with the Santa Clara County Office Education, twelve K-12 school teachers and counselors were selected to be Fulbright -Hays Visiting Scholars to the People’s Republic of China in the summer of 1999 for five weeks of intensive training and cultural infusion to raise awareness of cultural differences between students of Chinese and Western cultural descent. The project was funded by the U.S. Department of Education.

- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** Partnership Projects (1999-2005, 2000-2006) In partnership with San Jose Unified School District, Alum Rock Elementary School District, Franklin McKinley Elementary School District, and Eastside High School District, two projects are providing student support services to low income students in the silicon valley. Two department faculty have been principal investigators for the two GEAR UP projects. The goal of the projects is to work with parents, school educators, and community partners to encourage students of low socioeconomic backgrounds to plan and become prepared to go to college. As the mission of the projects dictates, the department assumes a leadership role for counseling professionals, modeling and advocating for disadvantaged children of diverse backgrounds for their access to higher education and for their academic success. The two projects have acted as Department of Counselor Education transformation labs. Faculty and students use the lab to practice being advocates for disadvantaged students and to implement counseling programs with the goal of closing the student achievement gap.

Department faculty have served on various department, college, and university committees. They are elected, appointed to, and volunteer for committees at each level. Faculty service on committees
improves communication and involves faculty in important contributions to the University. Faculty also takes active roles in service at the local, county, state, national and international levels. (See faculty vita). Their participation is reflected in their vitae and includes serving on various agencies and team teaching across disciplines and executive boards of many state, national and international projects and organizations.

Leadership of the above grants support a belief shared by the department faculty that organizational systems should be responsive to all persons, equally, without bias in regard to ethnicity, culture of origin, socioeconomic status, or creed.

The goals of the Counselor Education curriculum specific to the School Counseling and Child Welfare and Attendance Service Authorization are that counselors will possess competence in each the following:

1. The professional practice of guidance, counseling, and/or child welfare and attendance service in school/community settings.

2. The more specific practice of guidance and counseling and/or child welfare and attendance service in elementary, middle, and high school levels.

3. The professional practice of counseling and/or child welfare and attendance service with a commitment to the individual's self worth, dignity, and unique potential to be a contributing member of society.

4. The professional practice of guidance and counseling and/or child welfare and attendance service with a commitment to support parents and guardians in their principal roles in fostering and guiding the social, academic, and career development of their children.

5. The professional practice of guidance and counseling and/or child welfare and attendance service to support an educational and school/community climate that fosters to the maximum the developmental potential of all pupils.

6. The professional practice of guidance and counseling and/or child welfare and attendance service to support and collaborate with other helping professionals who provide social welfare, psychological, and physical health and rehabilitative services to pupils.

7. The professional practice of guidance and counseling and/or child welfare and attendance service to promote ethnic/cultural sensitivity and multicultural understanding need to work towards the improvement of the human and social condition for all persons.

8. The professional practice of guidance and counseling and/or child welfare and attendance service to ensure that unique and appropriate support is given to individuals who are the poorest and most disadvantaged by economic and educational standards in our democratic society.

9. The professional practice of guidance and counseling and/or child welfare and attendance service to ensure that unique and appropriate support is given to individuals who are struggling...
with social and economic uncertainties and difficulties brought on by changing family, demographics, ethnicity, cultural, and other norms.

10. The professional practice of guidance and counseling and/or child welfare and attendance service to ensure the unique and appropriate support for the developmental wellness of all school-age children, to make unnecessary addictive behavior and lifestyles that promote self-inflicted abuse of addictive substances, and other-inflicted violence.

11. The professional practice of guidance and counseling and/or child welfare and attendance service to ensure the unique and accurate assessment, treatment, referral, and rehabilitation of physical and sexual abuse.

12. The professional practice of guidance and counseling and/or child welfare and attendance service with a commitment to ensure that individuals are provided support in academic decision making, career and educational planning, and learning life-coping and conflict resolution skills and life-transition skills.

13. The professional practice of guidance and counseling and/or child welfare and attendance service with a commitment to ensure that individuals are provided support in psychological education which promotes self-esteem, personal and social responsibility, and social perspectives needed to positively influence the quality of the human condition for present and future generations.

14. The professional practice of guidance and counseling and/or child welfare and attendance service with technological skills to deliver counseling programs effectively.

**Statement of Coordination**

The Dean of the College of Education is responsible for the Pupil Personnel Service Credential Programs of School Counseling, School Social Work and the supplementary authorization of Child Welfare and Attendance Services according to Title V Regulations, Sections 80632, 80632.1, 80632.2, 80632.3, 80632.4, and 80632.5. At San Jose State University, the Counselor Education Department within the College of Education is authorized to offer the School Counseling Specialization and the Child Welfare and Attendance Service Specializations, According to Title V, the Dean of the College of Education authorizes the coordination of Pupil Personnel Services Credentials.

The Chair of the Counselor Education Department is designated as the overall coordinator to provide the leadership and management of the School Counseling and Child Welfare and Attendance Service Specialization programs. The Field Supervision Coordinator is responsible for all supervision, orientation, placements, contracts, and evaluation.

**Statement on Advisory**

The Department of Counselor Education has combined the advisory group membership for the School Counseling Specialization and the School Counseling Internship Specialization. While the department implements the program transformation process to train counselors to become the change agents, the advisory group has been balanced with counselors and educational administrators, to allow for a balance of professional and other input to program planning, monitoring, and evaluation. Partnership
activities are ongoing throughout the academic year. Most members of the partnership committee have been involved in major programmatic changes responding to shifts in emphasis in Title V Regulations for the Pupil Personnel Services Credential Specializations and will continue to be actively involved in the application of the new Standards of Program Quality and Effectiveness.

**Community Partners**

A long-standing advisory structure has existed to assure that the department remains current with changing school-community needs. Even though the core advisory membership changes with new school-community partnerships, the advisory membership has included several long-standing members, some of whom have been associated with the EDCO Program for over twenty-five years. Increased emphasis in initiating school-community partnerships during the period 1997-02 has resulted in advisory consultation including initial planning, department implementation, and evaluation specific to each school-community partnership. Long-standing advisory members are periodically consulted to provide continuing input to department faculty. Key advisory consultants who have been involved with program development over the past six years are:

- John Tweten, former GEAR UP Coordinator, director of Counseling, San Jose Unified School District. Mr. Tweten has been most actively involved in school counseling internship and curriculum development specific to the courses including Dynamics of Community School Relations, Law and Ethics, and Organization Change Theory. He has been involved in program development specific to improvements which strengthen practicum and field supervision for the preparation of counselors to work with ethnically, culturally, and linguistically diverse students. John has also been involved in Santa Clara County Directors of Counseling Group.

- Maria Villanueva, Assistant Director, Parent Education Center, San Jose Unified School District. The Department of Counselor Education has been associated with Ms. Villanueva for over ten years. She helps the department to maintain a ongoing dialogue to assure that the most innovative strategies for working with at-risk youth and their parents could be integrated into the Department curriculum. Ms. Villanueva’s guidance and modeling have proven effective in providing examples of the best practices of how counselors can facilitate student empowerment and student advocacy and enhance the student’s educational, counseling, and experiential learning experiences.

The following professionals are identified as advisory board members who have supported our program improvement, planning, curriculum implementation, and evaluation:

1. Steve Berta, Counseling and Health Education Director, Santa Clara County Office of Education, Santa Clara
2. Murry Scheckman, Principal, Watsonville High School, Salinas
3. Steve Di Cerbo, Counselor, Ravenswood School District, Palo Alto
4. John Tweten, School consultant, San Jose
5. Shawn Ogimachi, Counselor, Cabrillo Community College, Santa Cruz
6. Alicia Desoto, Director, Outreach Program, CSU Monterey, Salinas
7. Sonia Ramos, Program Director, Cal-SOAP, San Jose
8. Maria Villanueva, San Jose Unified School District, San Jose
Common Standard 2 Resources

Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.

Resource Allocation

There are many systems, policies, and procedures at San Jose State University that contribute to the effective operation of its credential programs. The identification of programmatic resource needs and the allocation of resources to meet those needs are the result of consultation among the Department Chairs, the Dean of College of Education, and the Provost. The PPS School Counseling program and Child Welfare Attendance program are well supported by the different resources of the college and different units of the university.

Adequate Financial Support to the Program

In 2007-2008, the total institutional support for the Department of Counselor Education was $925,551 including $390,000 for part-time faculty and $ 49,856 for staff salary and $13,000 for supplies and management expenses. This resource is very limited to deliver a quality of the programs. Careful planning and management is critical. Faculty became creative and working hard.

Adequate Support for Personnel

The institutional support for personnel, space, equipment, materials, and supplies is considered adequate for our department at the current time.

The department chair is assigned sixty percent (0.6) administrative time to perform management duties. Forty percent coordination time is allocated to the department for two coordinator positions. The Counselor Education Field Supervision Coordinator (.2) provides ongoing coordination between programs as well as linkage to other university programs and service area school district administrators and coordinators. Coordination time (.2) is authorized to assist with outreach and supervision duties for the department.

The Counselor Education Graduate Coordinator, Field Supervision Coordinator, and Department Chair make decisions in consultation with program faculty regarding temporary faculty hiring, program planning and evaluation, and ongoing student-related issues including advisement, competency evaluations, and supervision. Decisions and ongoing planning pertinent to the Internship Credential are made in consultation with participating school districts. School districts make a commitment to provide supportive administrative and supervisory personnel to assist the ongoing internship program.

In addition to coordination support provided for the department, 5.0 FTEF tenure-line faculty and an estimated 9. FTEF temporary-line positions for part-time faculty are available. The FTEF can fluctuate with changes in enrollment demand; however, tenure-track faculty are provided substantial protection.
with a primary teaching service area. The Department of Counselor Education has a full-time administrative assistant who is assisted by a part-time work-study student.

Ten faculty were assigned (.2 each) to supervise one hundred five students in Spring 2008. Five of the ten are full-time tenure-line faculty. Supervision travel support is provided to those faculty who are assigned to supervise candidates in school districts.

Other instructional support, equipment and services include one to two computers and one printer in each faculty office and materials development support for typing course syllabi and copying appropriate materials for classes. To support faculty use of technology in teaching, each new faculty receives a new computer and a laptop computer when he/she arrives at SJSU.

**Adequate Space, Equipment, Materials and Supplies**

The department is located in Sweeney Hall (the Education Building). The department has six faculty offices and a department office with a reception area. Each tenured/tenure track faculty is assigned an office and shares the space with one or two part-time faculty. Each faculty has a desk with a chair and chairs for student advising. All classrooms are well lighted and equipped with televisions and IRC monitors with telephone-remote access to the University’s media center, an overhead projector and screen, chalkboard, lectern, tables and chairs. The department shares a counseling clinic with the Department of Speech-Language Pathology which includes well-equipped counseling laboratories with two-way mirrors and observation rooms with audio and video capabilities for a variety of counseling training needs. Audio and videotape equipment and materials enable students to observe themselves at work and to participate in meaningful feedback seminars.

The equipment budget is allocated to the department and purchases are made on the basis of faculty needs for teaching and research. To provide long distance learning, the university provides the department with three high technology classrooms in the Instructional Resources Center. A minimum of six classes are offered each semester through the TV network. Each TV classroom has an operator assisting with broadcasting the class. At each remote site, there is a coordinator assisting students with technical and management issues.

**Library Facility**

The University Clark Library has over 900,000 texts and approximately 3,500 periodical titles. Counselor Education faculty and students use books and journals from educational, counseling, psychological, and social study areas as well as references specific to our profession. It is convenient to review literature and conduct reference search. The library houses reference/government publications, library instruction services, audiovisual materials (CD’s microforms, maps, etc.), children’s books, curriculum materials, interlibrary loans, current books, vintage books, periodical issues (print) from 1981 to the present, reference books, and periodical indexes.

**Technology Support**

Currently, all offices are provided with computer stations and individual telephone message center support to assist with making appointments with advisees. New faculty are provided new computers upon employment. The department office has two computers (one laptop) and a LCD projector for faculty use outside the classroom.
Faculty have access to three College of Education Technology Labs during regular office hours. Office computers have high-speed connections with the internet. Two full-time technicians are available to assist faculty. The university Instructional Technology Lab (ITL) provides technical and professional support, which is available to all faculty. Workshops on the use of various computer software are provided for all interested faculty every semester.
Common Standard 3  Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflects and is knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Faculty Qualification

All tenured/tenure-track faculty in the Department of Counselor Education were hired as a result of a national search. They meet the requirements for obtaining doctorates directly related to assignment in counselor education, counseling psychology, and student services. They must have teaching and research experience in the field of counseling and understand diversity issues in the global community.

SJSU is an Equal Opportunity Institution. The university encourages and requires faculty participation in school activities and contributes to community development. The department, following university policy does not discriminate on the basis of color, religion, national origin, sex, sexual orientation, marital status, pregnancy, age, or disability. The Department of Counselor Education faculty consistently values cultural diversity and equality as critical parts of the school counseling profession. The department has a faculty with rich multicultural expertise and deep commitment to servicing the diverse community.

To ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflects the cultural diversity and changes of society, the faculty team in the Department of Counselor Education is diverse in ethnicity and in their experiences and maintain strong linkage with K-12 school reforms and counseling programs. All tenured and tenure-track faculty hold a Ph.D. in counseling. Part-time faculty, who teach and /or supervise in the program, hold at least a master’s degree, have special expertise and current experience in the area of school counseling. Faculty curricula vitae are available for review in Appendix A.

Faculty who provide instruction and supervision to the Pupil Personnel Services Credential specialist candidates include

- **Full-time Faculty**

  Lewis Aptekar, Ph.D.  Professor. Dr. Aptekar has been teaching and conducting research at SJSU since 1986. He has developed professional clinical expertise in cross-cultural counseling, ethnographic study related to children with special needs in the United States, Latin America and Africa, and clinical assessment and diagnosis of at-risk youth and adults in ghetto and barrio environments and in disaster situations in the United States, Latin America and Africa. Dr. Aptekar has been instrumental in the continuing innovations in the area of international counseling development. He has conducted extensive research on street children in Latin America and Africa. He designed and implemented student global experience projects by taking students to work with Zambia and Honduras youth living
in poverty. He has been involved in the teaching of Introduction and Advanced Educational Assessment, Professional Seminar in Counseling, and Field Supervision.

Xiaolu Hu, Ph.D. Professor. Dr. Hu is Department Chair. She has provided administrative leadership as chairperson for nine years. She received her Ph.D. from Kent State University in 1990. She taught Education and Career Planning and Seminar in Guidance Systems Analysis. Dr. Hu integrates computer skills and the development of comprehensive counseling programs into her classes to update students’ technological competence and program development skills in the counseling program. She directed a four million dollar partnership GEAR UP grant (1999-2005).

Andrew Hughey, Ph.D., Professor. Dr. Hughey has a wide-range of educational leadership experience. He has been teaching in the department for more than twenty years. He successfully directed a seven million dollar partnership GEAR UP grant (2000-2006). Dr. Hughey teaches in the Community School Relations and Dynamics of Behavior and Development curriculum areas, the Multicultural Counseling Seminar and Practicum, Advanced Group Counseling, and Advanced Theory and Practices of Counseling. Dr. Hughey designed the Interpersonal Practicum which provides entry-level candidates with experience in group systems and group dynamics toward improving their readiness and effectiveness as counselors with school age groups and parent audiences and relevant others. Dr. Hughey has provided not only leadership in preparing counselors to use psychodrama theory and methods with school-age and parent groups, but has also provided instructional leadership in multicultural infusion in the curriculum.

Dr. Lisa Oliver, Ph.D., Assistant Professor, has been a full-time tenure-track faculty since Fall 2002. Graduating from Stanford University, Dr. Oliver has strong research experience in counseling. Her expertise is in the area of multicultural counseling and multi-racial identity study. She has experience as a school teacher an university counselor. She has undertaken leadership of service learning in the department by taking students to downtown low-income schools to work with parents and disseminating college information. Her primary teaching assignment includes Multicultural Counseling, Educational Research Seminar, and Field Supervision.

Dr. Dolores Mena, Ph.D., Assistant Professor, has been an Assistant Professor in the Department since 2005. She received her Ph.D. in Developmental Psychology from the University of California, Santa Cruz. Dr. Mena has many years of work experience and research with low-income and underrepresented students and their families, particularly those of Mexican descent. Dr. Mena’s research focuses on examining the development of students’ and parents’ educational and career goals and their knowledge of the U.S. educational system; ways parents/caregivers are involved in students’ education within the home, school, and community contexts; and obstacles low-income and underrepresented students face in accessing and completing postsecondary education degrees. Dr. Mena’s research also includes examining ways that faculty can support college-level English learners. Dr. Mena’s primary teaching assignments include Dynamics of Community-School Relations, Life Span Development, and Field Supervision.

Caitlin Williams, Ph.D., has over twenty years of teaching and career counseling experience. She is an expert in career counseling theory and practice. She became tenure track faculty in 2009 and teaches life-span development and education career planning theories. She supervises student fieldwork experience and directs graduate student theses. Dr. Williams’ primary responsibility is teaching Education and Career Planning and Life-Span Development Theory.
• Part-time Faculty

Part-time Faculty perform a very important role within the program. They bring specific clinical and field practitioner experience to the program’s instructional team. They are selected for their teaching experience and successful service delivery in the specialty for the credential areas in which they are to teach. They are expected to participate in curriculum development activities and to engage in scholarship relevant to their teaching.

Marion Beach, Ph.D. Dr. Beach has over ten years of teaching experiences at the college level. She has been a part-time faculty since 1998. She possesses rich knowledge of current counseling theories and research. Her teaching assignment includes: Introduction to Counseling and Guidance, Dynamics of Behavior and Development, and Educational Research in Counseling.

Steve Berta, M.A. PPSC., is the Director of Student Health Program at Santa Clara County Office of Education. He has a background of managing counseling services and child welfare and attendance programs for the San Jose Unified School District in San Jose, California. He was a principal of a continuation high school and also was a school counselor for over ten years. Mr. Berta is an expert in working with K-12 public school students. His in-depth knowledge of CA law, and school counseling models, theory, and practice has been invaluable addition to the department. He teaches Law and Ethics for Counselors, Field Supervision, and coordinates the PPS Internship Credential Program.

Lorri Capizzi, M.A. Ms. Capizzi has worked in the department for ten years. She worked with school counselors on the GEAR UP grant for seven years and successfully managed the program and partnership. She has been working in the department to manage the advisory board, field work experience data, and coordinate the career counseling clinic. Her teaching assignment has included Practicum in Lifespan and Career Development and an undergraduate course on Personal, Academic, and Career Exploration.

Peggy-Jo Davison-Cathey, M.A. is a Ph.D. Candidate at CA School of Professional Psychology. She has been a part-time faculty member since 1998. She possesses extraordinary commitment to and considerable experience in working with at-risk youth. Her research focus has been violence prevention, anger management, school safety, organization theory, counseling consultation, and multicultural perspectives. She teaches Theory of Organization Change.

Patricia Gonzales, M.A. PPSC. Ms. Gonzales has been the manager of the discipline department for San Jose Unified School District and has supervised Child Welfare and Attendance counselors since 2002. Ms. Gonzales also has many years of experience working as a drop out prevention and child welfare and attendance counselor and bilingual (English/Spanish) elementary school teacher. Her teaching assignment has included Dynamics of Community-School Relations, Theory of Organizational Change, and Supervised Experience in Counseling.

Tom Mraz, Ph.D. has over twenty years of teaching and clinical counseling experience. He is an expert in counseling theories and holds CA Clinical Psychologist Lenience. He teaches mid level and advanced counseling theories since 2006. He supervises students’ fieldwork experience. Through his teaching he focuses on interpersonal counseling skills, which help candidates review their innate and potential strengths, which will empower them as self-instruments for change as they provide counseling and guidance services for individuals.
Shawn Ogimachi, M.A., is a counselor at Cabrillo Community College. He has over twenty years of work experience in higher education as a counselor and administrator. He has developed expertise in the area of career development and counseling. He is an active member of the CA Counseling Development Association and the CA Association for Career Development. His primary responsibility is teaching Practicum: Life-Span Career Development, in which he innovatively expanded the student classroom experience to include clinical experience. He also supervises students’ fieldwork experience, particularly students from the Santa Cruz area.

**Support for Faculty Professional Development**

Support for professional development is provided at the university, college, and department level. Professional development is defined as an experience that contributes to the knowledge base of the faculty or staff member and enhances the member’s ability to teach, perform research, develop grant proposals, or contribute to the academic or administrative functions of the Department of Counselor Education.

The University and College provide competitive research grants ($7,500) and faculty lottery grants ($1,500) providing opportunities to support research and teaching. The College of Education often supports faculty research with $500 mini-grants. Sabbatical opportunities are available for application on a semester or yearly basis after every six years of teaching. The University and College provide professional development workshops on instructional innovation and improvement, as well as research issues.

Faculty are encouraged to apply to be a University Teaching Scholar. The University Institute for Teaching and Learning (ITL) provides the teaching scholar a one-year teaching and learning experience by working with fellow faculty from different departments. They meet every week to discuss issues related to the improvement of instruction.

**Faculty Evaluation and Award**

No one set of evaluative criteria will satisfy the need for careful, caring, and honest professional assessment of the many roles and tasks assigned to our department faculty members. In selecting the areas on which evaluation will focus, all tenured and tenure-track faculty must be evaluated in a minimum of two courses each academic year. Evaluations are conducted utilizing a standardized instrument identified as the Student Observation of Teaching Effectiveness (SOTE) and instructors are provided evaluation feedback according to university and college and program norms.

All evaluations are confidential and available to the Department Chair, who evaluates faculty members and helps them to improve teaching effectiveness by determining continuing instructional and supervision assignments based on teaching and supervision effectiveness. Each semester the Chair provides faculty feedback after she reviews the results of student evaluations. Faculty are encouraged to take a lead in recommending instructional development and remediation of ineffective instructional areas; however, it is the prerogative of the Department Chair to change a faculty member’s assignment, always in consultation with the faculty and in conformance with the Memorandum of Understanding.

Evaluation of temporary faculty is outlined in the University Part-time Faculty Policies and guided by the university Office of Faculty Affairs. Student Observation of Teaching Effectiveness (SOTE) forms are reviewed by the Department Chair each semester.

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Student evaluations are supplemented with formal and informal faculty evaluations. Such evaluations include, but are not limited to, class visitations, observations of field experience activities and models, and a review of research and scholarly works in progress and ongoing collegial interaction.

The University Institute for Teaching and Learning led by the Office of Faculty Affair awards the Teacher Scholar Certificate to recognize faculty excellence in teaching. The University also gives faculty SJSU Outstanding Professor Awards and CSU Performance Based Step Increase Awards. Faculty are encouraged to apply for the Meritorious Performance and Professional Promise Award, to be active in state and national professional associations, and to be active in local educational and community organizations. Faculty vitae will illustrate their continuous professional contributions and development.
Common Standard 4 Evaluation

The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of course and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.

Evaluation Design and Rational

The Department of Counselor Education actively involves all stakeholders in the evaluation process. Candidates, faculty, field supervisors, alumni, members of the professional community (through various partnerships) and other advisory consulting members provide constant and continuous input to evaluate and improve the department and its programs. An assessment system with different components operating together has been used to collect feedback. Figure 3 below shows the evaluation components of the department assessment system.

Figure 3 Department Assessment Components

<table>
<thead>
<tr>
<th>Student Competency</th>
<th>Faculty</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Instruction</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Skills</td>
<td>Scholarship</td>
<td>Coordination</td>
</tr>
<tr>
<td>Attitude</td>
<td>Community Service</td>
<td>Management</td>
</tr>
</tbody>
</table>

The evaluation procedure involves gathering, analyzing, interpreting, evaluating, and decision making among students, faculty, and field supervisors. Assessment data are collected from the following sources:

- Candidate performance rubrics
- Instructional evaluation (SOTE)
- Annual surveys of program graduates as follow up study (See Appendix B)
- Institutional program review
- Faculty promotion, retention, and post tenure review
The Figure 4, below, show the department assessment process plan used to collect ongoing information. It illustrates how the process fosters program and instructional improvement. The department assessment process includes five steps:

1) Identification of program goals and learning outcomes;
2) Identification of curriculum, learning activities, and experiences which allow students to meet the outcomes;
3) Selection of assessment methods by instructors and identification of expected levels of performance;
4) Piloting of the assessment method to collect, analyze, and interpret information;
5) Review of data by the program faculty and make plans for program instruction improvement.

Figure 4: Assessment Process

The evaluation procedure involves gathering, analyzing, interpreting, evaluating, and decision making among students, faculty, field supervisors. Evaluation data are collected from the following sources:

- End of course evaluation (SOTE)
- Annual surveys of program graduates as follow up study (See Appendix B)
- Institutional program review
- Faculty promotion, retention, and post tenure review
- Faculty review of courses and the PPS credential program (regular department meetings)
- Community and district partner’s review and input through various projects

The department assessment process is an ongoing process that is closely aligned with the department’s Student Learning Outcomes (see Figure 5).
**Figure 5: Alignment of the Department Student Learning Outcomes and PPSC Standards**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>PPSC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>A1 Advocate skills and attitude for student to support equity and social justice</td>
<td>Standard 1, 12, 13, 22, 28</td>
</tr>
<tr>
<td>A2 Skills and knowledge to support collaboration with teachers, parents, administrators</td>
<td>Standard 1, 27</td>
</tr>
<tr>
<td>A3 Skills to develop intervention and prevention counseling programs</td>
<td>Standard 10, 27</td>
</tr>
<tr>
<td>A4 Knowledge of ethical practices</td>
<td>Standard 2, 9, 23, 29</td>
</tr>
<tr>
<td><strong>B. Effective Assessment &amp; Counseling Skills</strong></td>
<td></td>
</tr>
<tr>
<td>B1 Individual assessment &amp; counseling</td>
<td>Standard 4, 20, 25</td>
</tr>
<tr>
<td>B2 Group assessment and counseling</td>
<td>Standard 4, 20, 26</td>
</tr>
<tr>
<td>B3 Family assessment and counseling</td>
<td>Standard 7, 27, 29</td>
</tr>
<tr>
<td>B4 Counseling with communities and community agencies</td>
<td>Standard 10, 13</td>
</tr>
<tr>
<td>B5 Knowledge and skills for education planning and counseling</td>
<td>Standard 20, 25</td>
</tr>
<tr>
<td><strong>C. Intercultural Effectiveness</strong></td>
<td></td>
</tr>
<tr>
<td>C1 Knowledge and skills of communication in multilingual multicultural community</td>
<td>Standard 3, 14</td>
</tr>
<tr>
<td><strong>D. Reflective Thinker</strong></td>
<td></td>
</tr>
<tr>
<td>D1 Recognize social, cultural, biological and educational environment affect student growth &amp; academic performance</td>
<td>Standard 2, 5, 8, 10, 19, 21, 23</td>
</tr>
<tr>
<td>D2 Critical evaluation of psychological and counseling theories</td>
<td>Standard 11, 31</td>
</tr>
<tr>
<td>D3 Critical evaluation of current counseling practices</td>
<td>Standard 17, 28</td>
</tr>
<tr>
<td>D4 Critical approach to scientific inquiry</td>
<td>Standard 24, 30</td>
</tr>
<tr>
<td><strong>E. Lifelong Learning</strong></td>
<td></td>
</tr>
<tr>
<td>E1 Participate in professional organizations</td>
<td>Standard 15</td>
</tr>
<tr>
<td>E2 Ongoing professional development</td>
<td>Standard 16, 30</td>
</tr>
</tbody>
</table>

The five areas of learning outcomes have been identified as assets to foster since they reflect the professional knowledge and skills necessary to effectively educate and support all students in meeting appropriate credential program standards. An assessment instrument has been developed for each Student Learning Outcome to continuously assess the competence of candidates and program effectiveness through on-going data collection. Gathered data will be analyzed, reviewed, and discussed at faculty meetings so that improvements can be made in future coursework and curricula. In addition, programmatic improvements can be made based upon the data. Overall, gathered data can
be used to ensure that candidates are learning requisite competencies and that the program is effectively meeting candidate academic and professional growth needs.

The systematic assessment plan (see Figure 6) indicates that the department seeks constant and continual review and modification of the program in order to build an excellent learning environment. The evaluation is used to make decisions about the learning of individual students and to make programmatic improvements such as improved instruction, curriculum, and overall program coordination.

**Figure 6: Department of Counselor Education Program Assessment System**
Key Assessments

Key assessments used by the program to evaluate candidates’ performance include:
- Instructional Rubrics (Appendix F, G, H, I)
- Field Supervisor Evaluations on candidate field experience performance (Appendix A)
- Comprehensive Exam Rubric (Appendix E)
- Exit Review

Data Resources

Developing rubrics and surveys to obtain student performance data and community feedback has been a department focus to improve the quality of its instruction and curriculum. Counselor Education faculty have been moving forward with the development of assessment plans to collect data for program improvement. Intensive faculty retreat and advisory committee meetings have been associated with developing student learning objectives and assessment data. Data is collected based on transition points.

Transition Point 1: Admission

Candidate performance data is collected by:

- EDCO 215 Introduction to Counseling and Guidance – Evaluation rubric developed to measure student knowledge of counseling theories and writing skills
- EDCO 282 Assessment in Counseling – Evaluation rubric is used to determine student knowledge and skills in diagnoses, and assessment of needs and issues for counseling
- EDCO 266 Education and Career Planning – Evaluation rubric has been developed to measure student knowledge of career counseling theories and writing skills

Transition Point 2: Midpoint

Performance data is analyzed through various course rubrics to indicate student midpoint transition in the program.

- EDCO 232 Law and Ethics - Multiple choice test used to assess knowledge of law and ethics.
- EDCO 227 Community and School Dynamics – Portfolio rubric (Appendix G) developed to assess student dispositions
- EDCO 292 Supervised Field Experience – Field supervisor evaluation analyzed to assess student performance (Fall 06/Spring 07, Appendix A)

Transition Point 3: Exit Review

Since the program does not utilize a cohort approach, performance data is analyzed every semester. The program exit review includes qualification of:

- Fieldwork (hours and levels)
• Course requirement completion (PPSC worksheet)
• GPA (transcript)
• CBEST, and
• Comprehensive exam evaluations

The department also invites students and employers to provide meaningful and timely feedback based on their learning experience in the department and employer observation. Every semester, a comprehensive program evaluation survey (See Appendix A) is distributed to students while they complete their comprehensive exam. Data from the exam is reported to all faculty at the first-semester department meeting for program improvement. Employer surveys are distributed biannually. Data results are available for review at the college document room.

Internship Program

All evaluation procedures including data collection and using the data to improve program coordination will apply to the internship credential program. There are some unique differences for the Internship Program.

Admission: The candidate has to meet all of the following requirements to qualify for the Internship Credential Program:

1. being admitted into the EDCO program at the university
2. has completed two graduate level courses in EDCO program or related programs
3. has a district recommendation for a full position
4. has submitted a statement or resume regarding prior experiences and personal qualification to perform as a full-time school counselor
5. has a committee which includes a university faculty member, district PPS supervisor, and a representative of the school union
6. has passed the CBEST
7. has a Certificate of Clearance
8. has a plan to complete the program within the internship timeline
9. has an agreement for supervision and evaluation during the program

Supervision and Evaluation: Candidates in the Internship Program are required to participate in Field Work Supervision every semester while they are in the program to ensure timely feedback through supervision and evaluation of their performance.
Common Standard 5  Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

Availability of Program Information

The Department of Counselor Education provides all candidates the program information in the following three ways:

- An admission information package including guidelines for the admission process, admission requirements, program information, faculty contact information, map and answers to frequently asked questions is sent or given to prospective candidates upon request by mail, Email, phone, or in person. Candidates’ options in the department include the Pupil Personnel Services Credential and the Master of Arts Degree with a Specialization in Counseling and Student Services. The department admission packet informs the candidate of the steps that must be completed to 1) gain admission to the program, 2) be cleared for Advancement to Candidacy, and 3) to access an advisor for specific program options and Specializations.

- All candidates are provided the opportunity for an informational meeting. The meeting is held every month to highlight the program options, requirements, and curriculum. Students who need special assistance and information may meet with faculty individually.

- Admission and program information is also available at the department web page: www.sweeneyhall.coe.edco.edu

Admission Criteria

The Counselor Education Department is an open access program for all qualified candidates interested in pursuing a professional credential or degree. The program faculty has a special concern and commitment to the graduate education of counselors to work with diverse ethnic, cultural, and underrepresented groups in school/community settings. Besides evaluating the candidate’s academic achievements, the program also evaluates candidate’s personal characteristics, and experiences as qualifications for admission by requiring applicants to submit

- A personal data sheet
- An autobiographical statement
- Three letters of professional recommendation
A candidate for graduate study submits two applications for admission, one to SAN JOSE STATE UNIVERSITY Graduate Admissions and the second to the Counselor Education Program. The candidate is then screened on the basis of the above criteria by both the Graduate Admission office and the Counselor Education Program Director.

Three indicators of academic achievement that are used by the program in the screening of candidates include, but are not limited to, are:

- Previous academic achievement. Admission to San Jose State University Graduate School, requiring a 2.8 GPA in the most recent 60 semester units of study;
- Personal and professional experience as observed by other professionals. Exceptional demonstrated personal/professional performance as documented in professional recommendations;
- Faculty evaluation of the candidate’s readiness for graduate study. The evaluation is based on a review of the academic achievement record, goal and career objective statement, English proficiency, professional recommendations, and an interview with the candidate to confirm readiness for graduate study. A candidate who does not meet the minimum 2.50 GPA requirement may be recommended to complete six units of undergraduate course work with a grade of B or above to qualify for reconsideration for admission to the program.

One of following admission determinations is made:

- Classified Standing,
- Conditional Classification
- Open University Status with provision to take undergraduate classes to qualify for reconsideration for admission

**School Counseling Internship Credential**

The School Counseling Internship Credential Program requires the same competencies identified for the School Counseling Specialization. Candidates, however, must meet the additional admission requirements as follows:

- Being admitted into the EDCO program at the university
- Have completed six units of graduate study in counseling or the equivalent
- Have a district recommendation for a full position
- Have submitted a statement or resume regarding prior experiences and personal qualification to perform as a full time school counselor
- Have a committee including a university faculty member, district PPS supervisor, and a representative of a bargaining unit of holders of affected credential
- Have passed the CBEST
- Have a Certificate of Clearance
- Have a plan to complete the program within the internship timeline
- Have enrolled each semester in the Fieldwork Experience course in the program
- Have an agreement for joint supervision and evaluation by the Counselor Education Department faculty and a school district designated supervisor in each semester.
The internship credential applicant also completes the documents specific to that credential. Based on the candidate’s qualifications, one of the following admission determinations is made:

1) Classified Standing  
2) Conditionally Classified Standing including the Condition for Special Action Admission  
3) Admission Denied.

A second level review of the candidate’s academic achievement is provided as midpoint evaluation when the candidate applies for Advancement to Candidacy for Degree in the department.

**Recruitment of Under Representative Population**

The Counselor Education program has over thirty years of history of recruitment, retention, and graduation of diverse graduate candidates who are representative of underrepresented groups in the SAN JOSE STATE UNIVERSITY service area. Along with the increasing diversity of populations, these program efforts have been especially sensitive to the needs of bilingual and Hispanic populations and to the needs of at-risk children, youth, and families. The strong linkage with partnerships and relevant community others has increased the recruitment and screening success of the program to attract and retain high caliber candidates in the graduate program. A cohort group with twenty teachers from various ethnicity background candidates was recruited from Eastside High School District in 2001. All classes have been offered at Andrew Hill High School.

Perhaps the most positive test of the high level of academic achievement for the candidates recruited and selected and graduated from the program is the fact that these candidates are hired by the school districts for school counseling and child welfare and attendance service positions. *As might be expected, the internship credentialed candidate often continues to accept full-time employment as counselors in the districts where they have served during the internship period.* Also numerous candidates continue in their academic achievement, acquiring other professional credentials, allowing them to perform the duties of school administrators, school psychologists, and marriage, family and child counselors--the most common areas of achievement for the Counselor Education Program graduates.
Common Standard 6  Advisement and Assistance

Qualified members of the institution’s staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate’s attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.

Department Advisement

Graduate candidate advisement is provided throughout the candidate's program by the Department Chair and Graduate Coordinator as well as faculty advisors selected by the candidate. The process of advisement is considered a critical function of faculty to provide sensitive and accurate support for the candidate during the various phases of the program. Initially, the advisor becomes the sounding board and facilitator of decisions pertinent to career options and focus. All full-time faculty provide the candidates with professional career advisement for different specialist options. As the candidate progresses in his/her graduate study, the advisor can serve as a faculty mentor, an advocate, and sometimes a supportive referral agent for dealing with personal and social relationship problems within and beyond the program. The strength of the open-access advisement model is that students can seek out the assistance and support that each prefers and desires throughout the program. Faculty members must remain alert to the possibility that a student does not have an advisor and is reticent to seek needed advisement. In this instance faculty are willing to assertively encourage the candidate to obtain the appropriate and needed advisement.

Program faculty will address the further delineation of advisement pertinent to the new Standards for Pupil Personnel Services Credential Specializations in School Counseling and Child Welfare and Attendance Service and the Master of Arts Degree Concentration in Student Personnel and Adult Development. The program faculty will tailor the Advisement Policy for the Program to be consistent with the SAN JOSE STATE UNIVERSITY Advisor Handbook with specific program attention to 1) Academic Advisement, 2) Personal and Career Decision Advisement, and 3) Professional Specialization and Credentialing and degree Advisement.

The department maintains a comprehensive web site where students can access information about the department, programs, and classes. Forms for program worksheets, information on applications for credentials, and fieldwork experience contracts and guidelines are available online. The PPS Program Flow Chart (see Appendix B) is not only available at the web site but also is provided to all candidates at the new candidate orientation.

To provide effective assistance, support, and advising for the School Counseling Internship Credential student, the department requires a joint advisory committee with a university supervisor, a school district supervisor, a bargaining unit representative of holders of affected credential, and diverse community representation.
Internship Credential candidates have ongoing support from the school district supervisor who in collaboration with the university supervisor gives support and assistance to the candidate.

Candidates who are identified as having grade difficulty (a C or below grade in a course) will be reported by the faculty to the Graduate Coordinator who will initiate a review process with the faculty advisor, the candidate, and ultimately with the program Advancement to Candidacy Committee if the problem is not deemed resolvable between the candidate, faculty advisor, and Graduate Coordinator. The retention of candidates is very important to the faculty, in concert with the mission to work with an increasingly diverse ethnic and cultural population, who recognize that an increasingly diverse candidate population will necessitate expanded understanding and sensitivity to learning styles and blocks to academic achievement. The school district would be promptly notified if an internship credential candidate were identified as having grade difficulty.

Candidates who are not demonstrating adequate responses to advisement support to remediate low academic performance and readiness for continuing graduate study will be advised of their grievance rights within the university structure as follows:

1. Candidates are advised to meet with the Graduate Coordinator to discuss the problem of academic performance and the consequence of ineffective progress to remediate the identified problem of academic performance. School district administrators will be notified if an internship credential candidate is recommended for termination from the program.

2. Candidates are advised to meet with their advisors to discuss the specific academic performance.

3. Candidates are advised of access to the Department Chair and College of Education Dean and/or Ombudsman for the university.

4. Candidates are informed of their status in the program and conditions of termination and/or continued remediation outside of the formal graduate program. Sometimes candidates need time to reformulate their career goals and reflect on their readiness for graduate study specific to the specialization of School Counseling. Their reentry into a program of study at some future time is certainly not precluded unless there is serious and sustained evidence that the candidate has continuing character and personality factors which would preclude him/her from being successful in the counseling profession.
Common Standard 7  School Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of field work/clinical experiences that are based on a well-developed rationale.

The Department of Counselor Education, as stated in its mission, has a commitment to work with local school personnel to develop a collaborative spirit between university personnel, school district administrators and school principals and supervisors to provide its candidates ongoing support and assistance in obtaining fieldwork experience.

Sequence and Rationale

In the Department of Counselor Education, candidates participate in experiences that approximate the professional roles for PPSC areas. The sequence of the experiences includes orientation, early field experience, practicum, observations, and supervised fieldwork experience. All these experiences include

1. meaningful and planned experiences in the field
2. guidance, analysis, and mentoring by a university faculty member that focus on the candidate’s development as an educational professional
3. articulation with local school personnel to provide guidance and support from competent field practitioners.

While each field experience has a specific purpose, the overall rationale for the sequence for field experiences in each credential program is based on the concept of providing an increasingly complex series of opportunities for candidates to develop their skills and knowledge as educators. Candidates complete their field requirements in field settings that match the credential they are seeking.

Candidates for School Counseling and Child Welfare Attendance take the introduction course EDCO 215 and then practicum courses prior to beginning their fieldwork experience. Fieldwork includes at least two levels (elementary, middle, or high school) with 600 hours. Child Welfare Attendance candidates take not only the two levels of fieldwork experience courses, but also complete one fieldwork experience that requires 200 hours in the area of child welfare attendance.

Selecting School Sites and Supervision Personnel

Fieldwork Experience in PPSC School Counseling and Child Welfare Attendance programs involve ongoing communication and collaboration between the department and school districts. The department is committed to working collaboratively with local districts, schools, and supervisors to help ensure an optimum match among such variables as

1. the philosophy, design, and program elements of each credential program,
2. the needs and characteristics of the district, school, and student service program
3. the needs and characteristics of each credential candidate.

The department provides a handbook for use by students and a handbook for district field supervisors. The fieldwork students are placed into the schools meet the following criteria:
Candidates are placed in schools where the school site supervisor are committed to ongoing professional mentoring to help candidates’ growth and development.

Candidates are placed in schools where the student population is diverse.

Candidates are placed in schools with a supervisor who has a PPS credential.

In cases where sites and/or fieldwork counselors are not in the best interest of department candidates, the university supervisor makes personal visits to the district office or to school site personnel and attempts to change placements.

*Internship Programs*

The nature of an internship program requires collaboration at every stage of the program. This includes the selection of district supervisors for the interns, placement of interns in counseling positions, and the evaluation of the internship assignments.
Common Standard 8  District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized by the institution.

Selection and Assignment of Field Supervisors

To be school district field supervisor, practitioner is required to have valid PPS Credential, be employed in the school district, be recommended by principal. In addition, the university criteria give preference to practitioner supervisors who have knowledge of current school counseling theory and practice are effective in collaboration and communication skills, and knowledge of the school counseling expectations. The department acknowledges the individuality of school districts’ needs and policies in the selection of field supervisors. In like manner, the department is sensitive to the uniqueness of each school and maintains a healthy respect for the self-governance and autonomy of each school district. School Field Supervisors are selected in collaboration with school district personnel and candidates. Together they are responsible for identifying the most skilled and knowledgeable school counselors and child welfare attendance personnel to serve as practitioner field supervisors.

Training and Orientation of field Experience Supervisors

Faculty and University supervisors all play important roles in training and orienting school filed supervisors. The department has field supervision manual. This manual specifies the roles and responsibilities of the filed supervisors, the school administrator, the university supervisor, the program faculty and the candidate. It is the responsibility of the University Supervisor to orient and train the Field Supervisors about the program and to assist with strategies for effective supervision. This involves meeting individually with the field supervisor to review the candidate’s filed experience contract, the process of supervision and roles and responsibilities. The field supervisor and the university supervisor meet on a regular basis to consult about the progress of the candidate.

Evaluation and Recognition

The performance of the field supervisor is evaluated by the university supervisor. Candidates are encouraged to talk with their university supervisors and faculty about any concerns with field supervisor. The university supervisor and/or department chair confer with school district administrators and then jointly determine the continued use of any district field supervisors. Filed Supervisor is being recognized and appreciated by university supervisor while they meet.

Internship Programs

Internship filed supervisor provide a significant source of professional training for credential candidates, and are well qualified, oriented, trained and recognized. The districts are required to choose experienced support providers whose full time assignment is to supervise and train the intern candidates. Each intern receives at least three hours of direct supervision per week. Field Support providers participate in professional development activities that enhance the skills necessary to provide effective support to PPS interns and activities related to ongoing PPS School Counseling Intern Program development.
Section II  Generic Program Standards

Section II of this document sets forth the curriculum plan for addressing the Generic Program Standards for all Pupil Personnel Services Credential Programs in the Department of Counselor Education.

The Generic Standards 1-16 will be included in this section of the program approval document followed by the key elements of each standard and a narrative of the Counselor Education Department’s response.

The Pupil Personnel Services Generic Core Curriculum will utilize a sequence of didactic courses to provide a knowledge base of theory and practice techniques for candidates as well as a practicum to provide for a skill base of experiential reinforcement of theory and practice methods in the first and second semesters of the first year. The courses identified with the Generic Core Standards to be considered are

EDCO 215   Introduction to Counseling and Guidance  
EDCO 218   Practicum in Guidance I  
EDCO 219   Practicum in Guidance II  
EDCO 227   Dynamics of Community/School Relations  
EDCO 232   Law and Ethics for Counselors  
EDCO 244G  Seminar in Cultural Perspectives in Counseling  
EDCO 248   Dynamics of Behavior and Development  
EDCO 282   Educational Assessment for Counselors  
EDCO 286   Theory of Organization Change  
EDCO 287   Seminar in Guidance System Analysis

Matrices of Generic Core content areas and the Counselor Education Department curriculum will be presented in this section of this document. Prior to the presentation of the matrices, a more specific description of how courses address the Generic Core is provided for each of the Standards 1-16. The appendix G includes the expanded course descriptions identified as “Generic Core Course Syllabi”.
Generic Standard 1  Program Design, Rational and Coordination

The program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.

Program Organization

Master of Arts degree candidates take a common core curriculum as a prerequisite for the Advanced Professional Development Curriculum. The advanced graduate curriculum includes a sequence of classes, which is developed according to each candidate’s career goal. PPS candidates will take generic core requirement courses first and then take a sequence of advanced professional development requirements.

The PPS School Counseling Specialization and Child Welfare Attendance Specialization curriculum structure includes:

1. Basic foundation core requirements - consistent with the Generic Core of the credential standards, include thirty semester units of didactic and practicum courses.

   - EDCO 215  Introduction to Counseling and Guidance
   - EDCO 218  Practicum in Guidance I
   - EDCO 219  Practicum in Guidance II
   - EDCO 227  Dynamics of Community-School Relations
   - EDCO 232  Law and Ethics for Counselors
   - EDCO 244G Seminar in Cultural Perspectives in Counseling
   - EDCO 248  Dynamics of Behavior and Development
   - EDCO 282  Educational Assessment for Counselors
   - EDCO 286  Theory of Organization Change
   - EDCO 287  Seminar in Guidance System Analyses

2. Advanced professional development requirements – include twenty seven semester units.

   1) Didactic Courses

      - EDCO 266  Education and Career Planning
      - EDCO 279  Advanced Group Process Theory and Practice
      - EDCO 283  Advanced Educational Assessment
      - EDCO 288  Seminar in Counseling Theory and Practice
2) Practicum and Field Practice Courses

EDCO 267 Practicum in Life-Span Career Development  
EDCO 280 Practicum in Multicultural Counseling  
EDCO 293 Practicum in Child and Substance Abuse  
EDCO 292 Supervised Experience in Counseling (9 units)

3. Supervised Experience in Counseling – includes internships for a minimum of six hundred (600) clock hours at two school levels (elementary, middle, or high school). The six hundred (600) clock hours can be translated into nine semester units with two hundred clock hours per three-unit class.

EDCO 292 Supervised Experience in Counseling

4. Practicum and field practice requirements – six additional semester units designed to meet the supplemental authorization for Child Welfare and Attendance Service Specialization.

EDCO 293 Practicum in Child and Substance Abuse  
EDCO 292 Supervised Experience in Counseling

Appendix C provides a candidate’s worksheet as a guideline for required courses to obtain PPS School Counseling and Child Welfare Attendance Credentials.

Curriculum competencies are included in Section II - Generic Standards, Section III - School Counseling Specialization Standards, and Section VI - Child Welfare & Attendance Services Specialization matrices.

The Counselor Education Department proposes to offer three specialist credential options for the School Counseling Specialization as follows:

1. California School Counseling Credential Program  
2. California School Counseling Internship Credential Program  
3. California Child Welfare and Attendance Service Credential Program

The School Counseling Credential Program is available to full- and part-time graduate candidates through evening and weekend classes. Outreach classes offered over five instructional television centers at the Monterey County Office of Education, Cabrillo Community College, Gavilan Community College and Logan High School Campus enable graduate candidates to have increased access to graduate study. Also, a school counseling cohort is offered at Andrew Hill High School, Eastside High School District. While candidates can qualify for the Master of Arts degree, this degree is not a requirement for the School Counseling Credential.

The Child Welfare and Attendance Service Authorization requires competencies that significantly overlap with the School Counseling Specialization with specific designated additional requirements in Practicum and fieldwork supervision to meet competency standards as specified by Section VI of the Standards of Program Quality and Effectiveness.
**Program Coordination**

The Department Chair is responsible for the overall operation of the department. Credential or program development is led and authorized by the chair. The Graduate Coordinator serves to meet the needs of recruitment and admission in the MA program. The Field Experience Coordinator serves to meet the need for internship orientation, field placement, community internship collaboration, and supervision coordination.

**Statement of Rationale for the Program**

The mission of the Counselor Education Department is to prepare school counselors and child welfare and attendance professionals to work in a highly diverse and technologically advanced community while playing leadership roles in collaborating with school personnel and other social resources to ensure that all students have equal opportunity and access to school success and personal development, all leading to a richer quality of life. This mission has evolved from over thirty years of targeted program innovations that address the issues of preparing counselors to work with all students to provide needed guidance and counseling which are developmental and prevention and intervention oriented, as dictated by the individual and group needs within a school/community context.

Innovations for training counselors with a multicultural and equality emphasis have been a tradition of the department.

- **60’-70’s** – the department received a EPDA TTT Grant for the preparation of counselors to work with ethnically and culturally diverse children, youth, and families. With the advent of multicultural counseling emphasis, increased numbers of underrepresented candidates were admitted to the Counselor Education Department.

- **70-80’s** – the department received a Bilingual-Migrant Education Counselor Training Emphasis that enrolled and graduated fifty-four counselors, who took counseling positions throughout the state of California.

- **80-90’s** - The Bilingual Emphasis was continued under Title VII funding during the period 1987-94, graduating over fifty bilingual counselors from this special focus program emphasis. Throughout the period 1987-97, the underrepresented ethnic, cultural, and linguistic groups within the SAN JOSE STATE UNIVERSITY service area, along with the candidates within the Counselor Education Department, have increased rapidly. An estimated thirty-five percent of the current Counselor Education graduate students represent an underrepresented ethnic, cultural, and linguistic group.

- **90’s-2005** – The Department received two GEAR UP grants, a School-to-Career Higher Education Participation grant, and a School Counseling Transformation grant. This funding supports the faculty commitment to collaborating with the community to promote school change, student access to success and to close the achievement gap.

- **2002 and 2007** - The department began two cohort groups at Eastside Union High School District to provide counselor training for school teachers. This commitment with a collaboration with the district provided timely professional development opportunities to teachers who have been working with low-income students at low performing schools.
Consistent with the Mission Statement, the faculty has sought to expand multicultural issues and understanding within each course of study and supervised field placements to reflect the increased population diversity and to develop strategic interventions with underrepresented children, youth, and families who represent the ethnically, culturally and linguistically diverse groups within the SJSU service area. The Department of Counselor Education faculty has also sought to focus curriculum changes to include issues and understanding specific to at-risk persons including, but not limited to, delinquent children and youth, the poor and homeless children, and the developmentally challenged. Several school/community based partnerships have been initiated to allow for the merging of counselor preparation and practice, which provides strategic, direct service.
Generic Standard 2  Growth and Development

The Program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupil’s strengths and weaknesses that affect learning in school, community, and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variable, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

The Key Elements of Standard 2

1. Theories and research on typical and atypical growth and development related to learning
2. Social factors and their influence on pupil learning
3. Equality issues and their impact on pupil development
4. Skills and strategies to help pupil improve learning
5. To understand risk factors and protective assets that inhibit or facilitate pupil’s positive development

Narrative

To obtain an understanding of human development including biological, psychological, sociological, and cultural influences on pupils is a fundamental cornerstone for counselor education candidates who need to learn about effective strategies and skills to help pupils improve their academic performance and personal development. The counselor must embrace the consciousness, attitude, and courage of an advocate for pupils’ educational success.

As stated in the mission for the department, we prepare counselors to play leadership roles in advocating and ensuring that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life. Counselors serve a vital role in facilitating pupils’ positive growth and improving abnormal behavior. They must be equipped with skills and strategies that can help students overcome learning barriers and must be able to work with the school staff and parents to improve student antisocial or aggressive behavior.

The Department of Counselor Education provides candidates multiple opportunities for the study of content specific to Piaget, Erickson, Vygotsky, Bandura’s growth and development including, but not limited to, research pertinent to adolescence, normal and abnormal human development, moral and cognitive development, learning styles, decision-making strategies, and socio-cultural influences on learning, language development, and family structure.

EDCO 248 Dynamics of Behavior and Development focuses on the expanded understanding of personality and developmental theory and the application of such to the learning styles and decision-making processes of pupils. This course focuses on the influence of socio-cultural dynamics and life style relationships. In the expanded study of growth and development, the candidate becomes aware of the continuum of behavior identified as abnormal and normal in preparation to address more precise assessment classifications and the limitations of measuring personality and human development factors/characteristics. Socio-cultural and socio-ethnicity factors related to growth and development are examined more completely in EDCO 280 Practicum in Multicultural Counseling course. The influence of socio-cultural factors on learning is expanded upon in this course of study.
Introduction to Counseling and Guidance provides the first opportunity for a comprehensive study of human development including biological, psychological, sociological, and cultural influences on pupils and how guidance, counseling, and other specialist strategies can effectively help teachers and parents to facilitate pupils’ positive development.

Dynamics of Community School Relations provides additional and supportive content, activities, and assignments to learn social foundations with emphasis on the introduction to the dynamics of pupil-teacher, teacher-parent, counselor and other specialist relationship with school and community persons with attention to socio-cultural influences. The issues of working with at-risk youth and alternative educational models are focused on in this course together with strategies for 'building a sense of community' and 'team building' through strategic methods of intervention. Professional ethics and guidance team collaboration consistent with such interventions as the Student Study Team Model are studied and discussed in this course. The issues of family and community/school relationships are among the important subjects covered in the Dynamics of Community School Relations class.

Educational Assessment for Counselors focuses on knowledge and methods of diagnosing pupils’ normal and abnormal growth and development. This learning enables candidates to become more sensitive to the cultural/ethnic factors in the process of student development as well as students learning.

At the end of each learning period (semester), candidates are evaluated by professors on their knowledge base and skill acquisition specific to the objectives of the course of study including, but not limited to, the Generic Core Content Areas.

At the end of this section, matrices with courses and factors to be considered will further assist in the clarification of the manner in which minimum competencies for the Generic Core Standards for Pupil Personnel Services are attained by the candidate.

The primary course which addresses this standard is

- EDCO 248 Dynamics of Behavior and Development
- EDCO 280 Practicum in Multicultural Counseling

Secondary courses identified with the competencies of this standard are

- EDCO 215 Introduction to Counseling and Guidance
- EDCO 227 Dynamics of Community School Relations
- EDCO 282 Educational Assessment for Counselors
- EDCO 267 Practicum in Life-Span and Career Development

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Generic Standard 3 Socio-Cultural Influences

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity.

An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

Key Elements of Standard 3

1. An understanding of literature related to cultural competence and ways to assess their proficiency in applying culturally appropriate interventions.
2. Increased self-awareness and awareness of cultural differences of diverse families
3. An understanding equity of issues related in school counseling and how to advocate for educational equity, social justice, and harmony and peace among diverse groups of pupils, families, and school staff
4. Skills to work effectively with pupils and families from diverse backgrounds
5. Multicultural competence including knowledge of the dynamics and processes involved in acculturation and assimilation and the demographic shifts in CA and the effect these changes have on pupil learning
6. Proficiency in applying culturally appropriate interventions to meet diverse students’ and families’ needs
7. Effective ways to assess and manage diverse community contexts in order to create effective learning environments.

Narrative

Diversity and equality are not merely words in a mission statement. While California’s population becomes more diverse, the faculty is increasingly aware of the need to redesign existing courses and infuse multiculturalism into teaching. Traditional teaching methodology and curricula tend to be more limited in developing and affecting student attitudes, beliefs, and skills necessary to work effectively with diverse populations. How to infuse multiculturalism throughout the curriculum, while not relying on separate isolated courses, and how to integrate multiculturalism as part of the theme in instruction, while incorporating an understanding of our diverse community, are challenges to counselor education professionals.

With a commitment to the process of continuing change, the Counselor Education Department has expanded its theoretical perspectives to be more universal in application to different cultures and more reflective of social issues. The department has made substantial efforts and improvement in developing
culturally responsive instruction to reflect social and community reality. Through the culturally responsive instruction, candidates have multiple opportunities to assess their own cultural values and learn how different cultural values and belief systems exist among pupils in CA and how the changing demographic in our community impacts children’s learning and needs for counseling.

To provide candidates with a comprehensive learning environment and hands-on experience, the Counselor Education Program faculty extended the classroom experience to include clinical experience by connecting graduate coursework with a hands-on learning environment. As an outgrowth of participation in some of the clinical experience classes, candidates have the opportunity to work with students, the majority of them from the low socioeconomic segment of the community. The following projects are the school partnership grants faculty used to connect with EDCO classes for counselor training.

1. GEAR UP partnership project with San Jose Unified School District 1998-2004

EDCO 215 Introduction to Counseling and Guidance course provides an initial opportunity for study and discussion of the various socio-cultural influences on student learning and the delivery of pupil services and strategies for effective program development leading to academic and vocational success. The wide variety of socio-cultural groups provides a more thorough examination of the relationships between school personnel and parents, ethnic stereotyping and biases, and effective interventions to minimize the negative influences of such. Also focused on are socio-cultural influences on pupil-pupil, teacher-pupil, teacher-parent, teacher-teacher, and teacher-paraprofessional interactions.

EDCO 244G Seminar in Cultural Perspectives in Counseling course is central and primary to learning about the influence of culture and ethnicity on learning and on relationships between persons and systems. The course addresses equity issues, acculturation, and assimilation, especially discrimination in our society and the way it impacts pupil’s academic performance and personal development.

EDCO 218 Practicum in Guidance I and (EDCO 219) II are critical experiential reinforcements for the above-mentioned socio-cultural relationships and dynamics. EDCO 218 Practicum in Guidance I provides candidates the initial experience for self-exploration and self-disclosure. More attention has been given to multimodal and multisensory issues in counseling theory. The second level Practicum facilitates a group sharing process and systemic study of self in relationship with others, as the family system. A simulation teaching model in family systems counseling has been added to the curriculum.

EDCO 248 Dynamics of Behavior and Development and the EDCO 280 Practicum in Multicultural Counseling are designed to provide candidates the opportunity for theoretical learning as well as practical utilization.

The primary course which addresses this standard is

EDCO 244G Seminar in Cultural Perspectives in Counseling
EDCO 280 Practicum in Multicultural Counseling
Secondary courses identified with the competencies of this standard are

- EDCO 215  Introduction to Counseling and Guidance
- EDCO 227  Dynamics of Community-School Relations
- EDCO 218  Practicum in Guidance I
- EDCO 219  Practicum in Guidance II
- EDCO 248  Dynamics of Behavior and Development
Generic Standard 4  Assessment

The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.

Key Elements of Standard 4

1. Theories and models of assessment
2. Using data to support data-based decision making
3. Appropriate and technically adequate methods of assessment for purposes of ensuring result-based accountability
4. Using assessment for monitoring pupil progress to support effective instructional interventions.
5. Using assessment for purposes of planning
6. Interpreting and communicating test results.
7. Cultural and linguistic impact on test validity and appropriate interpretation of assessment instructions.
8. Knowledge of the influence of medical and emotional disorders and the impact of pharmacological interventions on individual and group assessments.

Narrative

Knowledge of theoretical principles and practical models of assessment is fundamental to help counselors understand how to plan counseling programs. This knowledge supports data-based decisions that promote effective counseling intervention and prevention plans. The theory and practice, along with the increased sensitivity for making accurate observations and assessment, are the comprehensive knowledge base provided to candidates in nearly all the courses of the Generic Core. Assessment must be learned in the context of a diverse community, with an understanding of human behavior and development and the dynamic relationships between persons in the school and community settings.

EDCO 282 Educational Assessment for Counselors and EDCO 283 Advanced Educational Assessment focus on theories and practices of measuring academic progress, normal and abnormal behavior, and the emotions of children within school and community settings. The two courses address issues related to using standardized and non-formal methods of assessment and diagnosis in counseling and education including Special Education. The candidates are introduced to the DSM-IV-R with applications to classroom and school/community settings. Cultural and linguistic issues are addressed to help candidates understand bias and validity factors in assessment as well as in the interpretation and use of test results.
The candidate takes EDCO 287 Seminar in Guidance System Analysis to obtain a better understanding of how to use technology for data collection, how to use data for counseling program development, and how to interpret and communicate the results of standardized, norm-referenced assessment information. Candidates are guided to collect data online and present data to describe the needs for counseling and to develop a comprehensive school counseling program based on student performance needs. Student work samples from the course are available in the college documentation room.

In EDCO 215 Introduction to Guidance and Counseling candidates learn basic strategies, methods, and approaches to prevention and early prevention of students at risk. The course addresses the influence of social, economical, family, and school-related variables and their impact on assessment.

EDCO 227 Dynamics of Community-School Relations emphasizes student needs assessment and identifying student needs and student study style for special assistance in learning. The course also addresses the quantitative and qualitative application of assessment as well as a variety of strategies, programs, interventions, methods, and techniques proven to promote academic success.

EDCO 244G Seminar in Cultural Perspectives in Counseling addresses issues of cultural bias in assessment, especially the influence of poverty, ethnicity, family, and physical and emotional abuse on assessment outcomes.

The primary course which addresses this standard is

- EDCO 282 Educational Assessment for Counselors
- EDCO 283 Advanced Educational Assessment
- EDCO 287 Seminar in Guidance System Analysis

Secondary courses identified with the competencies of this standard are

- EDCO 215 Introduction to Counseling and Guidance
- EDCO 227 Dynamics of Community-School Relations
- EDCO 244G Seminar in Cultural Perspectives in Counseling
- EDCO 248 Dynamics of Behavior and Development
Generic Standard 5  Comprehensive Prevention and Early Intervention for Achievement

The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.

Key Elements of Standard 5

1. Strategies, methods, and approaches to prevent both the development of problems that impede learning, and contribute to academic success
2. Characteristics of pupils whose academic progress is less than satisfactory
3. Institutional and environmental conditions that place pupils at risk for failure or early school dropout
4. Assessment procedures including tests, record reviews, observations, and interview as part of the process of early identification of learning problems
5. Conflict resolution and promotion of positive intercultural, interethnic relationships
6. Methods of promoting collaborative relationships with pupils, teachers, advocacy, parents, school staff, and others having influence on pupil’s lives
7. Effects of grade retention on achievement, learning, and social and emotional development

Narrative

School counselors have the responsibility to support pupil academic success and personal development. To fulfill this job requirement, counselors must be trained to possess a complex set of knowledge and skills and appropriate dispositions. Counselors need to understand current and progressive theories of cultural perspectives, the need for collaboration with school personnel and community resources, and consultation, conflict resolution, and assessment techniques and procedures. They must possess observational skills as well. Counselors also have critical roles in research and finding existing and effective intervention and prevention programs for students to improve their learning.

EDCO 227 Dynamics of Community School Relations and EDCO 287 Seminar in Guidance System Analysis are the backbone of the curriculum with regard to the learning relating to problem prevention and early intervention. With so many serious problems facing children and parents in today's complex world, counselors are challenged daily by school crises, at-risk students, child abuse, drug abuse, and other problems. Candidates need to be challenged to advance their learning in problem solving. These two courses provide students with the knowledge base and skills pertinent to prevention and early intervention. They introduce various prevention and intervention models such as alternative schools and programs.
The learning in the other classes listed supplement, support, and amplify the understandings and programmatic intervention strategies pertinent to prevention and early intervention. For instance, the EDCO 232 Law and Ethics for counselors course focuses attention on the intervention and early prevention for students at risk. EDCO 244G Seminar in Cultural Perspectives in Counseling focuses in depth on cross-cultural and ethnic perspectives and assists in the understanding of the personality and other developmental factors supportive of prevention and early intervention and assessment. The class provides support for more accurate observations and interpretation of behavior dynamics communicated to teachers, parents, and pupils to assist them in their academic success. The course motivates candidates to be advocates for student access to academic achievement.

The primary courses which address this standard are

- EDCO 227   Dynamics of Community-School Relations
- EDCO 287   Seminar in Guidance System Analysis

Secondary courses identified with the competencies of this standard are

- EDCO 215   Introduction to Counseling and Guidance
- EDCO 282   Educational Assessment for Counselors
- EDCO 232   Law and Ethics for Counselor
- EDCO 244G Seminar in Cultural Perspectives in Counseling
Generic Standard 6  Professional Ethics and Legal Mandates

The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.

Key Elements of Standards 6

1. Knowledge of laws and regulations pertaining to children and families
2. Knowledge and skills to effectively advocate for children, families, and school staff to ensure that the spirit and intent of relevant laws and legal mandates are maintained
3. Ability to keep informed of changes in laws and regulations related to CA public education
4. Ability to recognize and evaluate potential ethical conflicts that arise within the school setting
5. Knowledge of options to be pursued when confronted with ethical dilemmas
6. Knowledge of the implications and legal applications of due process

Narrative

The PPS credential candidate needs to understand practical aspects of law in terms of roles and responsibility of various professional positions in the school system in order to utilize all resources effectively. The other aspect of knowledge related to law that counselors need to obtain is historical law and how it was established and the process for creating and changing laws. There are rules and regulations on student behavior and school safety.

To be an effective advocate for pupils, counselors need to understand pupils’ rights and civil rights and be able to communicate these to parents. There are criminal laws, reporting laws, and child abuse laws, which counselors need to be very clear and familiar with to report to appropriate authorities to help pupils improve their behavior or situation. They need to understand confidential issues and limits to protect pupils. They need to understand the criminal justice system and legal mandates to work with children and families who are involved in the systems. While there are well established Special Education laws and regulations, counselors need to understand the assessment process to identify student needs for academic success and help to produce a collaborative plan or successful assistant team to establish a positive environment for student learning.

Knowledge of professional standards and ethical practices of pupil service programs is infused in all of the courses in the San Jose State University School Counseling program. The initial course in the program sequence for School Counseling is EDCO 215 Introduction to Counseling and Guidance. This course provides candidates early information on professional associations and their articulated standards for professional conduct.

The course EDCO 232 Law and Ethics for Counselors introduces the laws specific to attendance, truancy and exclusion from school, special programs, student rights to privacy, parents rights and access to records, violence and criminal acts toward and by students, reporting of child abuse and
neglect, client confidentiality, and legal mandates regarding special education. Emphasis is placed on the enabling legal statutes which provide support for strategic pupil services specialist intervention and programmatic design to improve instruction and guidance and other social-psychological services within school/community settings. An updated knowledge of current state and federal laws, regulations, and professional practices affecting education are addressed in the course. Candidates have the opportunity to examine legal and ethical issues related to child abuse and neglect, legal mandates for reporting, student rights, due process requirements, and confidentiality and to consider strategies and techniques to ensure compliance with legal and professional standards. Also, ethics specific to conducting pupil services along with the decisions pertinent to confidentiality and privilege of communication are a part of the learning in this course. Candidates are asked to examine their own ethical judgment and to consult with supervisors and professional peers.

EDCO 288 Seminar in Counseling Theory and Practice provides candidates more in-depth learning about CCTC standards and the ACA and ASCA’s ethical and professional code.

EDCO 267 Practicum in Life-Span Career Development provides candidates hands-on professional counseling professional experience by providing service to university undergraduates. Candidates enrolled in the course have the opportunity to work with undergraduate students who need help in choosing a college major. While candidates practice their counseling and career guidance skills, they are observed and reviewed based on the expectation of professionalism. They learn through hands-on experience about confidentiality, client rights, and dealing with ethical issues in counseling.

The competence in professional ethics and legal mandates is confirmed by EDCO 292 Supervised Experience in Counseling at two education levels.

The primary courses which address this standard are

- EDCO 232 Law and Ethics for Counselors
- EDCO 288 Seminar in Counseling Theory and Practice

Secondary course identified with the competencies of this standard is

- EDCO 215 Introduction to Counseling and Guidance
- EDCO 227 Dynamics of Community-School Relations
- EDCO 267 Practicum in life-Span Career Development
- EDCO 292 Supervised Field Experience
Generic Standard 7  Family-School Collaboration

The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well-being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.

Key Elements of Standard 7

1. Understanding the importance of family-school relationships in fostering positive pupil development
2. Experience in helping to implement building and maintaining family-school relationship
3. Awareness of family benefits at different grade levels
4. Knowledge and skills to help schools overcome barriers to family involvement
5. Knowledge of family structures and social cultural diversity
6. Knowledge of ways to assist families to be actively involved in pupil development and learning
7. Ability to help family and school effectively communicate and collaborate

Narrative

Effective counselors are required to work within dynamic and inter-dependant educational systems. The school, family, and community must be aligned in purpose and action to achieve the conditions required for student achievement and social success. Counselors in school systems need to perform as advocates for pupil and families. They are responsible for providing parents information about the educational system, community resources, and the nature of pupils’ learning and development. Counselors need to possess knowledge of social and cultural issues related to family environments and family structures which impact student development and learning. Counselors have an important role to advocate for the benefit of families and to build a bridge between families and schools by identifying barriers as well as by building effective and culturally sensitive communication. Counselors model their sensitivity, respect, and advocacy for families and act as family-school liaisons.

Counselors need to ensure that parents understand how the school system evaluates pupil’s progress in order be involved in their children’s learning. Counselors need to help the school build an environment which makes parents feel welcomed and connected with the system. Counselors need to be able to reach out to families to work with them collaboratively to build family, student, and school success teams based on the student’s and family’s strengths.

EDCO 215 Introduction to Counseling and Guidance provides candidates early understanding on the importance of family-school collaboration. EDCO 227 Dynamics of Community-School Relations is one of two primary courses to train candidates to understand and facilitate models of collaboration that are required by the state to ensure that students’ and parents’ rights are protected. Assessment is recognized to be a team effort with the student and family being vital to any decision-making process that affects their right to a free and appropriate education. The strength-based “student and family success team” model is taught, demonstrated, and practiced by candidates and is considered the basic working model to foster respectful and productive family and school collaboration. Inclusion of
community resources and the support needed for effective referrals to resources is stressed. Counselors are taught to see themselves as advocates for student and family success at every level of inter-system decision making and action.

**EDCO 219 Practicum in Guidance II** is a second core course we provide candidates opportunity to learn knowledge, skills, and factors related to effective communication with parent and families.

The **EDCO 232 Law and Ethics for Counselor** class provides candidates with the information and skills they need to interpret school law and procedures to students, families, and school and community staffs so that all parties’ rights and responsibilities are understood and supported. There are protections and procedures regarding privacy, due process, civil rights, complaints, and the rights of students with special needs that need to be respected and followed by all systems/participants working to create safe schools and the most appropriate conditions for student achievement. The value of effective and respectful consultation to support the highest ethical practice in student and family service delivery is taught and reinforced as basic to professional counselor behavior.

The **primary course** which addresses this standard is

- EDCO 227 Dynamics of Community-School Relations
- EDCO 219 Practicum in Guidance II

Secondary courses identified with the competencies of this standard are

- EDCO 215 Introduction to Counseling and Guidance
- EDCO 232 Law and Ethics for Counselors
- EDCO 219 Practicum in Guidance II
Generic Standard 8  Self-esteem and Personal and Social Responsibility

The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) the relationships to the life-long learning process.

Key Elements of Standard 8:

1. Acceptance, appreciation and affirmation of unique qualities of each individual
2. Understanding how self-esteem affects each pupil and the overall school climate
3. Collaboratively in school and community, building pupil self-esteem and personal and social responsibility
4. Understanding how personal and social responsibility relate to citizenship in a changing society
5. Understanding counselor’s self-esteem affects pupils, staff, and families
6. Knowledge of curriculum related to self-esteem, personal and social responsibility
7. Understanding the benefits of positive self-esteem and its impact on pupil resiliency and learning
8. Skills in methods of social skills training
9. Knowledge and ability to use multiple procedures for the assessment of self-esteem

Narrative

One of the major roles of a school counselor is to promote pupils’ self-esteem and emotional development to help them become responsible citizens of our society. This requires the counselor to understand and appreciate individual differences, accept and encourage the unique qualities of each human being, have knowledge of the relationship between self-esteem and educational career planning, have knowledge of the relationship between self-esteem, social and family environment, and academic achievement, and have decision-making skills. As advocates for student success, counselors need to encourage pupils to set high academic and career goals. Candidates also need to understand how pupils’ self-esteem and personal characteristics affect educational performance and proper growth and development. To obtain this understanding candidates need the opportunity to assess their self-concepts, personal values, skills, strengths, learning styles, moral development, and their lifelong developmental process.

The primary course in the Department of Counselor Education that addresses this standard is EDCO 266 Education and Career Planning. The course teaches students the use of different theories and models for education career planning. Through learning Holland’s theory, candidates learn to understand and appreciate individual differences. They learn to accept and encourage the unique qualities of each individual pupil. They also learn how self-esteem impacts academic achievement and decision making. The course also focuses on understanding personal career goals and how social responsibility relates to citizenship in a fast-changing, technologically advanced society. Through learning about career and education planning, students also study the concept of life-long learning, process of life-span development and the relationship of life-long learning and career choice as well as decision making.
For instance, the impact of Silicon Valley on social, personal, and career changes is always addressed in the topic of working in contemporary society. Don Super’s career development model is introduced in the course to assist students’ understanding of the effects of self-esteem and overall social, cultural, personal, and career development, especially the impact of their personal self-esteem and value system on their clients’ academic and personal life-span learning. The course helps candidates enhance their self esteem and decision-making skills, which can be used in their career decisions as well as in social situations.

EDCO 280 Practicum in Multicultural Counseling is the second primary course to address the standard by providing candidates knowledge of how different cultural values and cultural differences may play roles in educating youth about self-esteem development and personal social responsibilities.

EDCO 248 Dynamics of Behavior and Development provides an understanding of various psychological counseling theories, the utilization of these theories as models for self-awareness and assessment of self-esteem, and the relationship of personal values and esteem to the school and social environment. The course provides candidates the opportunity to conduct in-depth self-analysis and analysis of personal social responsibility.

EDCO 218 Practicum in Guidance I and EDCO 227 Dynamics of Community-School Relations help students learn how schools, families, and communities work together as partners to increase student self-esteem and social and personal responsibilities. EDCO 227 Dynamics of Community-School Relations focuses on strategies and models that counselors, administrators, teachers, and parents use as a team to improve student self-esteem and motivation to achieve academic success. EDCO 218 Practicum in Guidance I emphasizes how the counselor’s personal self-esteem affects pupil, work, and social relationships.

The primary course which addresses this standard is

- EDCO 266 Education and Career Planning
- EDCO 280 Practicum in Multicultural Counseling

Secondary courses identified with the competencies of this standard are

- EDCO 248 Dynamics of Behavior and Development
- EDCO 218 Practicum in Guidance I
- EDCO 227 Dynamics of Community-School Relation
Generic Standard 9  School Safety and Violence Prevention

The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.

Key Elements of Standard 9:

1. Ability to help pupils cope with grief and loss in their lives and to implement procedures to assist those who require more intensive interventions
2. Awareness of issues and procedures related to successfully identifying youths who exhibit behaviors suggesting that they might be at risk of violence, victimization or perpetration
3. Knowledge and skills of negotiation skills, conflict management and mediation needed for working with difficult and or angry parents, pupils, teachers, and other school staff
4. Knowledge of relationship of violence and environment, community context, and substance use. Ability to use this knowledge in school safety plan
5. Knowledge of theories of violence and aggression, particularly as they related to a pupil’s development
6. Knowledge and skills related to implementing crisis interventions, and management, including triage, psychological first aid, and follow-up with pupils, parents, and school staff.
7. Understanding the dynamics of the laws pertaining to and strategies to reduce the incidences of sexual harassment in school.
8. Knowledge about exposure to violence as a significant developmental risk factor in the lives of children and adolescents
9. Knowledge about the role that both inter-group conflicts and gang activity can play in the occurrence of school site violence
10. Knowledge about school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the school yard
11. Knowledge of methods of assessment that contribute to interventions for the development of pupil’s self-esteem and lowering the risk of suicide and substance abuse

Narrative

All school personnel have the responsibility to monitor student aggressive behavior to ensure a safe and positive school environment for pupil growth. Counselors are key personnel in building safe schools, which promote safety while not tolerating violence or aggressive behavior. Counselors should be knowledgeable of school safety plans and be prepared to play leadership roles on working on crisis intervention and to act as conflict managers.
Counselors, who are mediators, assist the school and parents in finding effective ways to listen to problems and resolve problems peacefully. Counselors must be able to observe sexual harassment behavior and gang and intergroup conflict and report them to the appropriate authorities. Counselors must be able to consult with and train teachers and school staff to prevent gang and intergroup conflict and build peace in school environments.

Counselors also need to be trained to assess self-esteem, depression, and substance abuse and to identify students who are may pose a danger to themselves and/or others.

EDCO 286 Theory of Organization Change is a primary course which provides candidates fundamental knowledge and opportunities to learn school safety plan, anger management, conflict resolution, and mediation skills to work with difficult students, parents, teachers, and staff. While teaching leadership skills, the course addresses theories of violence and aggression, managing bullying behavior, and programs for conflict management and peace building in schools. The peace builder’s model is used to demonstrate how counselors can work with students to resolve conflicts peacefully.

EDCO 215 Introduction to Counseling and Guidance provides candidates a first opportunity to acquire skills and knowledge related to grief counseling, crisis intervention, and suicide prevention.

EDCO 227 Dynamics of Community-School Relations increases student awareness of the influence of the environment, the community context, and the use and of substance on the occurrence of violence by providing students with experience visiting and meeting with at-risk students and parents. The course uses William Glasser’s Choice Theory and reality therapy to provide an understanding of pupils’ violent behavior and the use of appropriate ways to meet pupils’ needs.

EDCO 232 Law and Ethics for Counselors addresses in-depth strategies in the areas of conflict resolution, violence prevention, and the reduction of the incidence of sexual harassment in schools.

EDCO 282 Educational Assessment for Counselor helps students to understand the techniques of diagnosing pupil aggressive behaviors, procedure of reporting, and conflict resolution. The course systematically addresses theories of violence and aggression and factors contributing to mental and personality disorders, which in many cases cause violence.

Competence in school safety and violence prevention is confirmed by a fieldwork supervisor and university supervisor during EDCO 292 Supervised Experience in Counseling at two education levels involving cultural and ethnic populations differing from that of the candidate.

The primary courses which address this standard are

- EDCO 286 Theory of Organization Change
- EDCO 232 Law and Ethics for Counselors

Secondary courses identified with the competencies of this standard are

- EDCO 215 Introduction to Counseling and Guidance
- EDCO 227 Dynamics of Community-School Relations
- EDCO 248 Dynamics of Behavior and Development
  - EDCO 282 Educational Assessment for Counselor
Generic Standard 10 Consultation

The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.

Key Elements of Standard 10

1. Theories, models and processes of consultation
2. Knowledge of individual and organizational consultation processes, including methods of initiating, developing, implementing, and concluding consultative relationships
3. Knowledge of classroom management, school discipline, learning styles, the interpretation of test results, the improvement of pupil attendance and learning and achievement
4. Skills to identify and assessing problems
5. Ability to make decisions about services delivery
6. Skills to evaluate the implementation and outcome of the service delivery plan

Narrative

To ensure student success, counselors must be knowledgeable and skillful as facilitators in working with parents, teachers, school administration, and other school personnel, community groups, and agencies and must trust and follow student, parent, and school success processes which include identifying problems, collecting and analyzing information to understand problems, making decisions regarding providing services, and evaluating outcomes. Team building skills are essential for the determination of process success. Counselors must understand the effect teaching methods and style have on pupil learning in the classroom and be able to assist teachers in improving pupil learning. Counselors also need to interpret state test scores and effectively communicate them to parents.

EDCO 286 Theory of Organizational Change is a primary course teaching students individual and organizational consultation processes including methods of initiating, developing, implementing, and concluding consultative relationships. Organizational theory and practice provide candidates with a foundation of organizational theory and consultation including, but not limited to, methods of initiation, development, and implementation of programs such as conflict resolution, sexual harassment, and classroom management of difficult behaviors. This course provides an understanding of organizational change and development vital to consultation theory and application. Candidates learn theoretical and practical management of consultative relationships. The focus is on effecting positive behavioral change and promoting learning. This is done through a process of shared communication with teachers, administrators, community/agency staff, and pupils. Within this framework, theories of violence/delinquency and social learning concepts are introduced particularly as they relate to pupil development, at risk youth, and low socioeconomic pupils.
Candidates are required to develop working relationships with teachers, administrators, and other pertinent staff in K-12, community/agency, or forensic settings. Here, they practice the use of interpersonal communication and consultation skills. They assist in the clarification and identification of related problems. Candidates offer support and knowledge in helping teachers, administrators, and agency/community staff find resources and alternative strategies for resolutions to problems. Further, candidates work as team members in designing, developing/changing, and implementing practical programs for intervention within these arenas. There are a variety of programs from which to choose such as conflict resolution, crisis intervention, anger management, harassment, bullying, and building self-confidence.

Candidates demonstrate their knowledge and understanding of improving childhood/adolescent behavior and enhancing communication between teachers and staff, identification of problem areas, decision-making processes, and evaluation of outcomes, through comprehensive research, group work, fieldwork consultation and collaboration, exams, and the culmination of a final presentation that highlights the candidates’ knowledge of increased objectivity in helping teachers and other staff find strategies that result in positive outcomes on pupil behavior and learning.

EDCO 227 Dynamics of Community-School Relations also has a primary focus on a knowledge base pertinent to consultation within school and community settings. Consultation is viewed as a team effort to improve the academic, education and career decision, and life coping skills of the individual pupil. Creating settings for learning and support systems for improving the human condition is an important aspect of the work of the pupil personnel services specialist; providing consultative services become an important strategic method for accomplishing such. Candidates are required to keep a record of their reflections of the consulting process.

Basic to the Student and Family Success Team process is the role of the counselor as a facilitator of team decision making. The consultant/facilitator must make the process safe for all team members and encourage equitable, positive, and purpose-focused participation. Consultation is never coercive or explorative. Candidates are taught that the consultation process must be based on team member strengths, which become the creative energy for effective planning, action, and follow-up. Candidates practice these consultation skills with each other, individually, and in role-play groups. They must maintain a journal on their effectiveness as consultants and on their growth as recipients of consultation services.

EDCO 218 Practicum in Guidance I and EDCO 219 Practicum in Guidance II are the two courses where candidates acquire the knowledge and skills needed to promote the development of effective interpersonal and collaborative teams or consulting relationships. The courses reinforce and amplify the consultative role of the pupil personnel service specialists with regard to Consultation Services. Legal and ethical considerations must always be foremost in the work of the specialist and a thorough understanding of legal parameters protects the child and the practitioner when providing consultation to teachers, parents, and others within and beyond the school setting. Likewise, socio-cultural factors are of paramount importance in the consultation process as are sensitivities to individual learning styles, effective communication, and an understanding of group dynamics and systems influences.

EDCO 267 Practicum in Life-Span and Career Development provides candidates opportunity to observe and give feedback to each other’s counseling interview process. They learn the knowledge and
skills to initiate, develop, implement, and conclude a consultative relationship through role play and group process.

Competence in consultation is confirmed by a fieldwork supervisor and university supervisor during **EDCO 292 Supervised Experience in Counseling** at two education levels involving cultural and ethnic populations differing from that of the candidate.

The **primary courses** which addresses this standard are

- EDCO 286 Theory of Organizational Change
- EDCO 227 Dynamics of Community-School Relations

**Secondary courses** identified with the competencies of this standard are

- EDCO 218 Practicum in Guidance I
- EDCO 219 Practicum in Guidance II
- EDCO 267 Practicum in Life-Span and Career Development
Generic Standard II Learning Theory and Psychological Education

The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

Key Elements of Standard:
1. Knowledge about theories of learning
2. Role of parents and other caregivers in the support of pupil learning
3. Knowledge about barriers to learning
4. Knowledge about developing positive, culturally-sensitive learning environments
5. Understanding the strategies and techniques to help pupils accept responsibility for their own learning
6. Knowledge about feelings and emotions influence the learning process and impacts pupil self-esteem

Narrative:

PPS credential candidates need to possess a knowledge and understanding of theories of learning and cognitive and psycho-social development and to apply this knowledge to assist in the development of effective instructional strategies that promote student academic achievement, self-esteem, and positive interpersonal relationships. It is critical for students to understand how cognition, memory, attention skills, gender, cultural differences and linguistic differences all play an important role in pupil learning and academic success. The counselor education program teaches candidates to learn teaching and counseling strategies and techniques to help and motivate students to take their own responsibilities in learning and achieving academic success. The PPS courses help to build a solid theoretical foundation for candidates to learn about different techniques and strategies that will support diversity and foster pupil learning. The program take students to field through project based and service learning to practice their theoretical knowledge.

The following courses introduce, expand, and experientially reinforce this Generic Core content area within the curriculum:

EDCO 248 Dynamics of Behavior and Development provides opportunity to candidate to study personality theories and developmental theories and learning theories. Candidates learn the factors have the significant influence on learning and teaching such as cognition, memory, attention skills, perceptual processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. While the course introduces personality and learning theories to the candidate, it requires student explore how personality, emotions and feelings influence student academic development and one’s self-esteem.
EDCO 244G Seminar in Cultural Perspectives in Counseling provides an opportunity for candidates to increase knowledge of learning theory through exploration and socialization in cultural contact. The course also demonstrates ways to develop encouraging, motivating and culturally sensitive learning environments, and approaches to promoting cultural diversity. In addition, candidates become aware of how their own feelings and emotions can influence the pupil’s learning process and self-esteem. Candidates demonstrate their cultural competence by developing strategies and techniques to diminish barriers and help pupils from various backgrounds accept responsibility for their own learning.

In EDCO 286 Theory of Organization Change candidates learn major theoretical frameworks for organizational change and the relationship of school reform and pupils’ learning performance. The course provides reinforcement of behavior theory, cognitive theory, and the major psychodynamic models.

EDCO 227 Dynamics of Community-School Relations provides expanded supplemental understanding related to community-school environments and socio-cultural factors related to learning theory and psychological education concepts and practices. The experiential practicums with the focus on the person and the system interventions further clarify how learning theory and psychological education can be used in the practice of the pupil personnel services specialist. EDCO 288 Seminar in counseling Theory and Practice provides comprehensive knowledge of variety theories related to student learning, cognitive development and achievement issues.

Competence in collaboration and coordination of pupil support systems is confirmed by a fieldwork supervisor and university supervisor during EDCO 292 Supervised Experience in Counseling at two education levels involving cultural and ethnic populations differing from that of the candidate.

The primary course which addresses this standard is

EDCO 248  Dynamics of Behavior and Development
EDCO 215  Introduction to Counseling and Guidance

Secondary courses identified with the competencies of this standard are

EDCP 218  Practicum in Guidance I
EDCO 227  Dynamics of Community-School Relations
EDCO 244G  Seminar in Cultural Perspective in Counseling
EDCO 288  Seminar in Counseling Theory and Practice
Generic Standard 12  Professional Leadership Development

The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.

Key Elements Standard 12

1. Knowledge of the systems and resources at school or district office
2. Knowledge of various of methods for effectively communicating information to influence change
3. Knowledge of and skill in program development, implementation, and evaluation
4. Use data to influence change and evaluate program outcomes
5. Knowledge of current trends in school reform
6. Knowledge of various sources of funding that support instructional and pupil support services programs

Narrative

In order to effectively increase learning and achievement of pupils, school counselors must assume a leadership role in school site programs to create and promote an educational environment conducive of high learning expectations and standards. School counselors assume leadership roles through their ability to assess educational programs and then, as needed, reorganize and restructure them to maximize pupil academic achievement and their social well-being. Counselors are recognized as school site leaders because they have the requisite skills and knowledge to plan, organize, and evaluate the outcomes of counseling and guidance programs which are necessary for promoting equal opportunity and pupil access to a quality education.

The Department of Counselor Education provides candidates with a broad view of schools and their organization, and then affords candidates an opportunity to develop an understanding of the skills and knowledge they will need as school counselors to function effectively as leaders within the educational enterprise. Candidates are shown different leadership styles, taught supervision skills, and provided with practical techniques to organize, coordinate, and evaluate counseling programs.

EDCO 286 Theory of Organizational Change provides in-depth learning of the importance of counselors’ leadership roles in schools through advocating for pupil achievement and promoting their personal growth and social responsibility. The course addresses current trends in school reform, the importance and the responsibility of being a systems change agent, the process for change, and various strategies for effective communication of information to influence change. The course teaches candidates skills to assess social, parental, student, and school personnel concerns and then formulate remediation, prevention, and interventional programs to alleviate their impact on the learning environment of the school. Candidates are encouraged to develop alternative solutions and develop various action plans specific to the school environment in their geographic locations. In short, they learn to be systems change agents.
**EDCO 287 Seminar in Guidance System Analysis** enables candidates to attain basic knowledge and skills to develop a comprehensive counseling service program. The course also has a central focus on attitudes and strategies to take leadership for institutional change and to improve communication skills by the utilization of technology in counseling and student services. The course requires students to explore various sources of grant funding opportunities and develop leadership skills in program development, implementation, evaluation, and budget management.

**EDCO 227 Dynamics of Community-School Relations** provides candidates an opportunity to understand the importance of their leadership in school by coordinating community resources for system change. **EDCO 215 Introduction to Counseling and Guidance** and **EDCO 279 Advance Group Process** emphasize the overall importance of leadership skill and ability in team building, planning, and implementing counseling and guidance services.

Competence in leadership is confirmed by a fieldwork supervisor and university supervisor during **EDCO 292 Supervised Experience in Counseling** at two education levels involving cultural and ethnic populations differing from that of the candidate.

The **primary course** which addresses this standard is

- EDCO 286 Theory of Organizational Change
- EDCO 287 Seminar in Guidance System Analysis

Secondary courses identified with the competencies of this standard are

- EDCO 227 Dynamics of Community-School Relations
- EDCO 215 Introduction to Counseling and Guidance
- EDCO 279 Advanced Group Process Theory and Development
Generic Standard 13 Collaboration and Coordination of Pupil Support Systems

The program provides candidates with opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.

Key Elements of Standard 13

1. Knowledge and skills in collaborating with community agencies
2. Effectively access, utilize community resources and organize and manage these services on campus
3. Knowledge about models of school-based or school-linked services that promote learning and success
4. Understanding community-based and school-based systems of care and support
5. Knowledge of multi-disciplinary teams, teamwork, team building, and skill in functioning as a team member within schools and with community-based organizations
6. Using assessment and data to document needs for counseling
7. Knowledge about the organization and dissemination of information about a school or district’s comprehensive pupil support service plan
8. Knowledge of writing memoranda of understanding to clarify roles and services
9. Ability to provide leadership in the development and maintenance of viable school-community partnerships

Narrative

SJSU’s School Counseling program emphasizes the importance of collaboration and efforts with community agencies and programs to meet the support needs of each community served. Courses address the need for strong team and collaborative skills for identifying, recruiting, and implementing programs and maintaining liaisons with the community and state and federal programs that support students’ learning, health, and emotional development.

Dynamics of Community-School Relations is central to the introduction of advanced learning pertinent to program/service coordination and development. Bringing strategic school-based and community-based services into the school setting by virtue of pupil services specialist coordination and collaboration to enhance referral service effectiveness is a basic foundation for improving the schooling and academic achievement of pupils. Strategic interventions and leadership for team building toward developing and maintaining partnerships are comprehensively studied in this course.

Introduction to Counseling and Guidance provides an overview of pupil personnel services in school and community settings and focuses on pupil service needs of all students including at-risk students with recognition of the importance parents and significant others have on the academic achievement success of the individual pupil. The importance of the guidance team concept as well as peer support group interventions within the school and community environment is focused on in this introductory course. Candidates are required to focus on historical, current, and future perspectives with special
emphasis on creating models for delivery of guidance and counseling programs/service for all children and their parents with the school as a center for community/school service coordination.

**Educational Assessment for Counselors** complements the introductory course in dealing with the multi-disciplinary approaches, community services, referral processes, and state regulations related to curriculum and graduation.

**Practicum in Guidance II** addresses the issues and necessary skills for effective communication with parents and families. Collaboration strategies and recruitment models are embedded in this course. Prevention of learning problems and family systems are emphasized, as is a proactive approach to working with pupils, their families, and school staff. Scenarios and role-playing activities are used to practice collaboration and consultation skills with teachers, parents, and other family members.

While Seminar in Guidance System Analysis expects candidates develop comprehensive counseling programs, the course emphasizes the strategic strategies of collaboration and coordination of school counseling programs.

Competence in collaboration and coordination of pupil support systems is confirmed by a fieldwork supervisor and university supervisor during **Supervised Experience in Counseling** at two education levels involving cultural and ethnic populations differing from that of the candidate.

The **primary course** which addresses this standard is

- EDCO 227  Dynamics of Community-School Relations

**Secondary courses** identified with the competencies of this standard are

- EDCO 215  Introduction to Counseling and Guidance
- EDCO 282  Educational Assessment for Counselors
- EDCO 219  Practicum in Guidance II
- EDCO 287  Seminar in Guidance System Analysis
- EDCO 292  Supervised Experience in Counseling
Generic Standard 14  Human Relations

The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

Key Elements of Standard 14

1. Knowledge of theories and conceptual models of interpersonal relations and communication
2. Ability to help the school community foster an appreciation for ethnic and cultural diversity and to facilitate management of interethnic of intercultural conflict when it arises on the school site
3. Awareness of group dynamics and methods to facilitate inter-group relations and mediate conflict when it arises on the school site
4. Ability to use communication skills to facilitate pupils’ efforts to develop positive supportive relationships with teachers and peers

Narrative

Positive interpersonal skills are essential for effective counseling. PPS professionals must model and use exceptional human relations skills. They must be effective with individuals as well as groups within school and diverse community settings with an increasingly diverse audience.

From the initial introduction course through the final exit process, the honing of interpersonal skills and professional behavior is emphasized. Candidates with serious deficits in interpersonal skills are counseled and interviewed by a faculty advisor.

Practicum in Guidance I and II provides candidates opportunities and experiences in learning basic communication concepts and skills for interpersonal as well as intrapersonal relations. Candidates are required to focus on verbal, nonverbal, individual and team communication with awareness of cultural differences and appreciation of ethnic and cultural diversity. The course emphasizes communication skills to facilitate pupils’ effort to develop positive supportive relations with teachers and peers. The importance of self-awareness, sensitivity to others, tolerance and positive relations with others are stressed. Observation, active listening, empathy, assertiveness, questioning, interviewing skills, authority/power are all skill sets that are explored and practiced in the individual and group counseling sequence.

In the group counseling course, Advanced Group Process Theory and Practice, candidates learn about and practice observing group dynamics, group formation, types of groups, starting groups, leadership, modeling, closing, and other skills related to working with groups.

Seminar in Cultural Perspective in Counseling is central to fostering candidates’ appreciation for ethnic and cultural diversity and facilitating management of interethnic or intercultural conflict when it
arises on school sites. Candidates are required to focus on equality and excellence in student achievement by exploring social and institutional factors which impact students at risk. The issues of cultural competence are examined as candidates self-assess and learn to model their counseling strategies to their clients.

Candidates are consistently evaluated on their communication and interpersonal skills throughout the fieldwork experience. During fieldwork, candidates demonstrate their human relations skills with pupils, parents, and teachers.

The primary courses which address this standard are

- EDCO 218 Practicum in Guidance I
- EDCO 279 Advanced Group Process Theory and Practice

Secondary courses identified with the competencies of this standard are

- EDCO 244G Seminar in Cultural Perspective in Counseling
- EDCO 219 Practicum in Guidance II
- EDCO 292 Supervised Experience in Counseling
Generic Standard 15   Technological Literacy

The program provides candidates with opportunities to understand and demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.

Key Elements of Standard 15

1. Knowledge of pertinent computer hardware and software
2. Understanding legal and ethical issues related to computer-based technology
3. Understanding appropriate use of computer-based technology and data-management systems, ins support services, teaching, learning and data-based technology
4. Demonstrating computer-based technology skills in such areas as accessing the internet, downloading files, communicating with others through the use of e-mail and otherwise making use computer technology as a resource tool

Narrative

Living in the heart of Silicon Valley, counseling professionals are challenged daily by technology advances. We have been facing significant pressure from our community to increase our candidates’ skills using technology for communication, marketing services, and collecting, organizing, distributing and analyzing data and resources for counseling services.

While significant theories and models of counseling services exist online, it is critical to provide opportunities for candidates to utilize these resources as tools to improve and advance counseling program planning and implementation.

The department has been using Seminar in Guidance System Analyses as the main opportunity for candidates to increase competence in utilizing computer systems in guidance and counseling programs. The course requires candidates to learn

- Online resources for counseling and guidance programs
- Legal and ethical issues related to computer-based technology,
- PowerPoint
- Excel
- Front Page
- Data collection and data analysis
- Guidance program planning and development
- Evaluating program outcomes through assessing student achievement

The course also provides candidates opportunities to learn skills in collecting, analyzing data and using the data for decision making, program planning, management and facilitating student achievement. Candidates are asked to develop a comprehensive school counseling program. The program including using data analysis to state needs assessment, using online resources to search
information, stating goals, objectives and activities, searching for funding resources, developing a budget for the program, and developing an evaluation plan. Candidates are encouraged to work as teams and to present their programs with PowerPoint. The class utilize actual school data demonstrate how counseling program can help to improve student performance.

Computer-based technology has become an integral part of higher education programs of study and has facilitated a broader and more extensive opportunity for candidates to access current and emerging research in the fields of counseling. Computer-based technology has dramatically changed the manner in which information is exchanged and the department has infused it into all of the coursework in the program. Some of the courses are offered through the San Jose State University distance-learning and computer-mainstreaming system. Candidates participating in distance learning are totally emerged in computer technology and participate in interactive dialog with the course instructors and other students in threaded discussions and scheduled class time sessions.

The ability of candidates to access quickly large databases of research data and school-based information is greatly enhanced by computer-based technology. Candidates in the department have computer access to all of the resources contained in the university’s library system. The university library supports academic rigor by providing access to scholarly books, journals, electronic books and journal, and databases of full text articles from scholarly journals.

Candidates are immersed in computer-based technology by means of course assignments necessitating accessing professional counseling and psychological organizations’ web pages and/or California educational and national educational web sites. Candidates are encouraged to use the department web page to obtain information regarding course schedules, class material, the fieldwork experience handbook, and department news.

The primary course which addresses this standard is

   EDCO 287    Seminar in Guidance System Analyses

Secondary courses identified with the competencies of this standard are

   EDCO 215    Introduction to Counseling and Guidance
   EDCO 266    Education and Career Planning
   EDCO 282    Educational Assessment for Counselors
Generic Standard 16 Supervision and Mentoring

The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practical and field experience placements. Candidates recognize the importance role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

Key Elements of Standard 16

1. Knowledge of supervision and mentoring models
2. Knowledge of professional guidelines and standards for the supervision and mentoring of each credential candidate in field experience placement
3. Knowledge of current professional literature about best practices in supervising filed experience training
4. Knowledge of mentoring and consultation among professional colleagues

Narrative

The School Counseling program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor candidates in practicum courses and fieldwork experience. The purpose of the practicum courses and fieldwork experience is to provide ongoing systematic professional support, mentoring, and planned experiences for the candidates as they expand in knowledge and skills as new counselors.

During the practicum courses the program faculty expand their instruction to include significant hands-on experiences and laboratory practices to achieve the professional goals of the courses in which candidates enrolled. Supervision and mentoring are essential element of the courses. Each practicum is well planned to serve as an opportunity for learning, reflection, and improving counseling skills. All processes of counseling activities, role plays, and project development are facilitated, monitored, advised and supervised by the instructor. Practicum in Life-Span Career Development Theory has been a successful course in providing candidates video type experience and intensive supervision and mentoring. The course brings in fifty undergraduate college students each semester as clients. The candidates enrolled into the course perform as career counselors. The counseling activities are arranged in the lab where supervision groups can observe counseling process and provide feedbacks to the counselors after their sessions.

Supervised Experience in Counseling provides candidates the opportunity to obtain comprehensive practical experience. It is critical for candidates to receive proper supervision, strong support, advice, and guidance and to have mentors who can further motivate and facilitate the candidate’s professional development and personal growth. It is essential that the field experience is well planned by candidates and supervisors and supervision and mentoring are well coordinated by the department. Therefore, the identification and commitment of well-qualified university and field site supervisors for each candidate is an important initial decision made at the development of a field experience placement. All university fieldwork supervisors at the Department of Counselor Education have over five years’ professional experience in the field of counseling and education.

To achieve the objectives of the fieldwork experience, the department requires candidates to attend a mandatory orientation. The orientation introduces supervision and mentoring models, literature about
supervision, requirements and expectations for supervision, and mentoring in field experience placement.

At the orientation, candidates have the opportunity to receive approval of

- Candidate’s readiness to begin a field experience
- Qualification of field placement
- Quality of the supervisor
- Plan for objectives and activities.
- Enrollment in EDCO 292 Field Work Experience

Requirements for candidate to begin a field experience include the following:

- The candidate has a Certificate of Clearance
- The candidate has taken the CBEST
- The candidate has completed the following courses:
  a; EDCO 215 Introduction to Counseling and Guidance
  b; EDCO 227 Dynamic School and Community Relationship
  c; EDCO 218 Practicum in Guidance I or EDCO 219 Practicum in Guidance II.
- The field supervisor has a valid PPSC for School Counseling;
- The candidate has appropriate insurance coverage
- The level(s) of the placement is(are) according to the objectives to be attained
- The culture and ethnicity of the pupils to be served include at least one that is different from that of the candidate.

The review of field placement is the university supervisor’s responsibility. Each candidate makes arrangements to speak with a faculty advisor. After conferring with the candidate and determining their professional goals, geographic limitations, and special interests, the faculty advisor and candidate discuss possible sites for the candidate’s first and subsequent field experience placements. The candidate and the university fieldwork supervisor then identify a well-qualified and committed school site supervisor who will function as the candidate’s field site supervisor. A mentoring plan for the placement is than agreed to between the candidate, the university fieldwork supervisor, and the site supervisor. After careful review, the three participants--the candidate, university supervisor, and the site supervisor--sign the fieldwork contract form (See Appendix F- Field Work Experience Contract in Supervised Experience Handbook).

Throughout each field experience, partial mentoring and supervision for candidates and peer consultation occur at supervision sessions where fieldwork candidates share their challenges and experiences during the semester. The meeting is scheduled once a month. All fieldwork candidates are required to participate. The university supervisor mentors the candidate and makes suggestions, and if needed, modifies the mentoring plan to ensure that the field experience placement maximizes the candidate’s professional growth and qualifications as a future counselor or child welfare attendance specialist. At the conclusion of each field experience, the site supervisor completes an evaluation report of the candidate and submits it to the university supervisor.

The university fieldwork supervisor and the candidate carefully review the site supervisor’s evaluation and candidates are encouraged to complete a summary of their own experiences, perceived professional growth, and the extent to which they achieved the goals articulated prior to the onset of
the field experience placement. The candidate and the university fieldwork supervisor confer and carefully assess the goals for the candidate’s next field experience placement.

After a candidate completes all of the prescribed field experience placements hours required in the PPS credential program, a thorough assessment is made of the candidate’s qualifications as a school counselor. If the candidate has displayed evidence of being professionally competent and capable of performing the responsibilities of a school counselor, the candidate will receive credit for the course in which he/she is enrolled. However, if after careful review of the field experience evaluation, it is found that a candidate does not meet professional performance standards and expectations, a remediation plan will be developed for the candidate. The candidate’s remediation plan may include identified additional activates and field experience hours and is designed to bring the candidate’s knowledge, skills, and techniques up to the identified performance standards.

Master of knowledge and skills of all standards are assessed in the following manner:

- Evaluation of student participation of orientation, supervision, and related activities.
- Assessment of course required documents
- Satisfactory performance observed during supervision meetings
- Field supervisor assessment of candidate performance by on competencies
- Overall assessment of candidate’s performance by field and university supervisors

A Field Work Experience Handbook has been developed for students to follow the guidelines and to meet expectations (See Appendix F). It has been available for candidates to download or review at the department webpage since 2001. Samples of candidates’ Field Work Experience Contracts are available in the college document room.

The primary course which addresses this standard is

EDCO 292 Supervised Experience in Counseling

Secondary courses identified with the competencies of this standard are

EDCO 218 Practicum in Guidance I
EDCO 219 Practicum in Guidance II
# Curriculum Matrix: PPS Generic Standards Coverage by Course

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P = Primary course   S = Secondary learning   R= Reinforce learning experience
Section III  School Counselor Specialization Standards

Section III of this document addresses the curriculum proposed for meeting the School Counselor Specialization requirements. As in the previous section, the Standards are included in the original to provide the reader with ready access for reference and are followed by the Counselor Education Program Response to Standards 17-32.

The School Counselor Specialization curriculum includes a sequence of didactic and practicum courses and fieldwork experience to meet the requirements for the Pupil Personnel Services Credential specialization. The courses are as follows:

Advanced Professional Development Requirements

1. Didactic Courses

   EDCO 266  Education and Career Planning
   EDCO 279  Advanced Group Process Theory and Development
   EDCO 283  Advanced Educational Assessment
   EDCO 286  Theory of Organizational Change
   EDCO 288  Seminar in Counseling Theory and Practice

2. Practicum and Field Practice Courses

   EDCO 267  Practicum in Life-Span Career Development
   EDCO 280  Practicum in Multicultural Counseling
   EDCO 293  Practicum in Child and Substance Abuse
   EDCO 292  Supervised Experience in Counseling
1. Knowledge Base and Foundations

Specialization Standard 17  Foundations of the School Counseling Profession

The program provides candidates with knowledge and understanding of the core areas including history, philosophy and trends in school counseling; State and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.

Key Elements of Standard 17

1. Knowledge and understanding of the history, philosophy and trends of the school counseling profession including significant state and national events and factors
2. Knowledge and understanding for developing, implement and evaluating a comprehensive and developmental school counseling and guidance program
3. Knowledge and understanding of the domains of educational counseling including academic, career and personal and social development
4. Knowledge of how school counseling programs and services promote student development, learning and achievement

Narrative

While the Department of Counselor Education trains its candidates to work in the complex, diverse, and technically advanced global community, providing candidates the opportunity to obtain in-depth knowledge and skills in school counseling and educational theory and foundation is essential. The foundation of the school counseling program includes the history, and philosophy of school counseling, national and state standards, models that promote student personal, career and academic development. They learn about the nature of the school counseling profession and issues of current development. Learning the history of the profession can provide candidates a broader view and a better understanding of their mission as counseling professionals.

Introduction to Counseling and Guidance provides candidates with the knowledge and understanding of the history, philosophy and trends of the school counseling profession including significant state and national standards to enable students to become acquainted with the trends and practice of school counseling.

Seminar in Counseling Theory and Practice provides candidates the advanced theoretical foundation for counseling practices in schools. The course assists candidates in the clarification of philosophical and psychological theory and develops a consistent individual and program counseling theory in relation to a defined life style and the study of practice in school settings. Candidates gain knowledge of personal and social development of pupils. They learn historical and philosophical perspectives of school counseling services, state and national standards, and comprehensive school guidance services. How to apply theoretical approaches to various situations that cover academic, career, and promoting student development, learning, and achievement is also a focus of the course.
In **Seminar in Guidance System Analysis**, candidates have the opportunity to learn state and national standards for comprehensive school guidance services. They learn about many aspects of the school counseling profession, which will enable them to work effectively within a dynamic school community. Candidates demonstrate their knowledge and skills in school counseling by presenting their designed comprehensive school counseling service including academic, career, and student development, learning, and achievement programs as well as an evaluation of the school counseling program. Candidates’ work samples are available in the college document room.

**Theory of Organizational Change** provides students an educational foundation through addressing the issues of educational reform. The course focuses on an increased understanding of organizational theory and how school counseling programs can best serve and promote student development, learning, and achievement as part of school social system.

The **primary course** which addresses this standard is

- **EDCO 215**  Introduction to Counseling and Guidance
- **EDCO 288**  Seminar in Counseling Theory and Practice

**Secondary courses** identified with the competencies of this standard are

- **EDCO 286**  Theory of Organizational Change
- **EDCO 287**  Seminar in Guidance Systems Analysis
Specialization Standard 18  Professionalism, Ethics, and Legal Mandates

The program provides candidates with an understanding of ways to develop professional identity congruent with the knowledge of all aspects of professional foundations, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

Key Elements of Standard 18

1. Knowledge and understanding of the necessity for ongoing education as a part of professional development
2. Awareness of current trends in education and the impact of these trends on their professional identity
3. Knowledge of the state and national associations representing the school counseling profession and related counseling interests
4. Understanding the benefits of belonging to a professional organization that represents school counseling interests
5. Knowledge of the state requirements for academic achievement, promotion and retention policies and high school graduation
6. Understand CA and federal lays and regulations affecting school counseling and guidance programs, pupils and staff, such as confidentiality, child abuse reporting, and pupil records.
7. Knowledge of the ethical standards and practices developed by the American Counseling Association and the American School Counseling Association
8. Skill of applying ACA and ASCA’s ethical standards and practices to specific counseling situations.

Narrative

As stated in Generic Standards 6 (p46), knowledge of professional standards and ethical practices of pupil service programs is infused in all of the courses in the San Jose State University School Counseling program. The initial course in the program sequence for School Counseling is Introduction to Counseling and Guidance. This course provides candidates early information on professional associations and their articulated standards for professional conduct. Seminar in Counseling Theory and Practice provides candidates more in-depth learning about CCTC standards and the ACA and ASCA’s ethical and professional code.

An updated knowledge of current state and federal laws, regulations, and professional practices affecting education are addressed in Law and Ethics for Counselors. The course introduces the lays specific to attendance, truancy and exclusion from school, special programs, student rights to privacy, parents rights and access to records, violence and criminal acts toward and by students. Candidates in this course have the opportunity to examine legal and ethical issues related to child abuse and neglect, legal mandates for due process requirements, and confidentiality and to consider strategies and techniques to ensure compliance with legal and professional standards. The Practicum: Multicultural
Counseling course gives focus to ethical issues in educational settings related to cultural differences and examines the means by which they can be identified and resolved.

Practicum in Life-Span Career Development provides candidates hands-on professional counseling professional experience by providing service to university undergraduates. Candidates enrolled in the course have the opportunity to work with undergraduate students who need help in choosing a college major. While candidates practice their counseling and career guidance skills, they are observed and reviewed based on the expectation of professionalism. They learn through hands-on experience about confidentiality, client rights, and dealing with ethical issues in counseling.

The knowledge in Professionalism, Ethics, and Legal Mandates is further learned and practiced in Supervised Experience in Counseling.

The primary courses which address this standard are

- EDCO 232 Law and Ethics for Counselors
- EDCO 288 Seminar in Counseling Theory and Practice

Secondary courses identified with the competencies of this standard are

- EDCO 267 Practicum: Life Span Development Theory
- EDCO 280 Practicum: Multicultural Counseling
- EDCO 292 Supervised Experience in Counseling
2. Professional Skills and Training

A. Domains of School Counseling and Guidance

Specialization Standard 19  Academic Development

The program provides candidates with an understanding of concepts, principles, strategies, programs and practices for enabling pupils to implement strategies and activities in the school setting for minimizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.

Key Elements of Standard 19

1. Knowledge of the application and rationale of state adopted curriculum standards and frameworks to academic development
2. Knowledge of and skills in improving pupil’s self-concept and academic achievement, including: motivation to learn confidence as a learner, pride in achievement, acceptance of mistakes as essential to the learning process, and development of attitudes and behaviors that lead to successful learning
3. Knowledge of learning skills including: goal setting, time and task management, task analysis, knowledge of learning styles, test taking skills, textbook reading strategies, problem solving skills, decision making skills, and communication skills
4. Knowledge of and skill in helping pupils achieve school success including: taking responsibility for their own actions; working independently and cooperatively; being dependable and productive; and sharing knowledge, interest and abilities
5. Knowledge of high school graduation requirements and skill in assisting pupils to develop appropriate academic plans
6. Knowledge of and skill in implementing practices that ensure that all pupils receive equitable treatment relating to appropriate course selection for post-secondary options, including college
7. Knowledge of a guidance curriculum that supports learning and skill in using classroom guidance techniques
8. Knowledge and skill in accessing admission requirements for public and private colleges and universities, vocational and trade schools, and other post-secondary training opportunities
9. Knowledge of the relationship of academics to the world of work and to life at home and in the community

Narrative

Guided by the department mission, candidates are trained to be knowledgeable and skillful as facilitators working with parents, teachers, school administration and other school personnel to ensure student academic success. To achieve this goal, counselors need to understand the academic requirements for graduation, college admission, and other options. They need to understand education career planning, effective learning skills, study skills, reading skills, and the impact of personal style
on learning. Counselors also need to interpret state test scores and effectively communicate the scores to parents.

While the department changed its curriculum to meet PPSC new standards, faculty modified the Seminar in Guidance System Analysis course to infuse academic development as a significant part of the instruction. The course teaches college requirements, study and test taking skills, and self-concept by exploring resources and information through the internet. Candidates are required to develop a comprehensive school counseling program to facilitate pupils’ academic development. Candidates further their academic development by recognizing children’s academic strengths and weaknesses, perceptual characteristics, and preferred learning modalities; by analyzing non-discriminatory assessments with sensitivity to cultural and linguistic factors; by producing and evaluating short- and long- term educational objectives for the classroom; and by incorporating aspects of individualized educational programs in consultation with the appropriate support personnel and parents for individuals with exceptional needs. Students’ skills include the application of state-adopted curriculum standards and frameworks for academic development and guidance programs.

A considerable emphasis on academic development is associated with Education and Career Planning. One of the outcomes of this course is an understanding of the educational requirements for further life choices, as well as knowledge of the admission requirements for a variety of post-secondary training institutions. School-to-career programs are also introduced in the course. The course ties together the world of work, home, and the community with academics.

Practicum in Life-Span Career Development. In this course, students learn public and college requirements, study skills, and skills for encouraging pupils to take responsibility for their own learning and actions, to work independently and cooperatively, and to be dependable and productive. The course addresses the major factors hindering school and academic success and programs to ameliorate those obstacles. Students are provided hands-on experience to work with clients.

The primary course which addresses this standard is

EDCO 287 Seminar in Guidance System Analysis

Secondary courses identified with the competencies of this standard are

EDCO 266 Education and Career Planning
EDCO 267 Practicum in Life-Span Career Development
Specialization Standard 20  Career Development

The program provides candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implant and evaluate such programs in the schools.

Key Elements of Standard 20

1. Knowledge of the world of work, employment trends, career programs, and career choice theories
2. Knowledge of career and vocational information resources including: labor market information, visual and print media, computer-based career information systems, and skill in accessing these resources to assist pupils in their career development and decision making
3. Knowledge of and skill in career development program planning, organization, implementation, administration and evaluation
4. Knowledge of and skill in using assessment instruments and techniques relevant to career planning and decision making
5. Knowledge of and skill in using technology-based career development programs and strategies
6. Knowledge of and the ability to teach and develop essential employability skills such as teamwork, problem solving, and organizational skills

Narrative

The primary responsibility of the school counseling profession is to ensure student educational success and to help students become contributing members of society. To achieve this goal, counselors need to have knowledge of the world of work, employment trends, career theories, career programs, and career resources. The department of Counselor Education provides its candidates with a myriad of classroom and practical applications that prepare them to design, coordinate, and implement career and vocational programs for pupils at all grade levels.

Education and Career Planning provides an introductory and advanced knowledge base including career development theories, career decision-making theories, career counseling techniques, career planning in contemporary society, guidance strategies, academic advising, school-to-work programs, and required and model curriculum standards for California schools. Students use the Strong Interest Inventory, Self-Directed Search, and Myers-Briggs Type Indicators to learn how to use assessment instruments and techniques relevant to career planning and decision making. Multiculturalism in career counseling is infused into instruction by addressing the needs and cultural differences of diverse social and cultural groups. Students have the opportunity to discuss the world of work, employment trends, and the concept of career and career as lifelong development. They are required to work in teams to develop career counseling programs for educational institutions which may include workshops on training in self-esteem, career assessment, decision making, job search, school-to-career, team-building strategies, and motivational, organizational, and life skills. Team building techniques are introduced and practiced in the course.
Practicum in Life-Span Career Development provides for experiential learning in career planning related applications for educational institutions with attention to socio-cultural factors and diverse population needs. The course handbook is available at the document room.

The challenge to school counselors is to respond to unique and varied individuals from all socioeconomic groups as well as to the diverse ethnic and cultural populations residing in the San Jose State University service area. Preparing counselors for the diversity of populations found in California is the mission of the Department of Counselor Education and to do so more specifically is critical in the area of Academic and Career Counseling.

In Seminar Guidance System Analysis students are provided the chance to work in college computer labs to get familiar with online career resources and information.

Competence in Academic and Career Counseling is confirmed by a fieldwork supervisor and campus supervisor during Supervised Experience in Counseling at two education levels involving cultural and ethnic populations differing from that of the candidate.

The primary courses which address this standard are

- EDCO 266 Education and Career Planning
- EDCO 267 Practicum in Life-Span Career Development

Secondary courses identified with the competencies of this standard are

- EDCO 287 Seminar in Guidance System Analysis
- EDCO 292 Supervised Experience in Counseling
Specialization Standard 21  Personal and Social Development

The program provides candidates with opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

Key Elements of Standard 21

1. Skills in enabling pupils to acquire knowledge of their own personal strength, assets, personal values, beliefs, and attitudes
2. Knowledge of and skill in developing programs that enable pupils to: develop positive attitudes towards themselves as unique and worthy persons; identify and express feelings, recognize personal boundaries, rights and privacy needs; understand the need for self control and how to practice it; demonstrate cooperative behavior in groups; develop effective communication skills; and identify and discuss changes in personal, social and family roles
3. Skills in helping pupils to: respect alternative points of view; recognize, accept and appreciate individual differences; and appreciate cultural diversity and family configuration patterns
4. Ability to: teach pupils a decision making and problem solving model; enable pupils to understand consequences of decisions and choices; identify alternative solutions to problems; and develop effective coping skills for dealing with problems, including seeking professional help
5. Ability to: educate and train pupils successfully in conflict resolution skills, develop respect and appreciation for individual and cultural differences, and know when peer pressure is influencing a decision
6. Ability to: assist pupils in identifying short and long-term goals; set realistic and achievable goals; and develop a plan of action for successfully achieving those goals
7. Knowledge of how to help pupils learn and understand: the relationship between rules, laws, safety and the protection of individual rights, the difference between appropriate and inappropriate physical contact, personal boundaries, rights, and personal privacy; how to identify peer and professional resources in the school and the community; the emotional and physical dangers of substance use and abuse; how to cope with peer pressure; the techniques for managing stress and conflict; and the skills for coping with and managing life events

Narrative

Under the guidelines of its mission, the Department of Counselor Education is committed to training candidates to provide effective counseling and intervention programs in schools. All program courses are developed to consistently promote personal and social development throughout the curriculum. All of the foregoing didactic courses provide knowledge and understanding of theories and skills necessary for preparing candidates to increase their ability to facilitate pupils’ personal and social development through counseling services and intervention programs for individuals and groups at K-12 schools.

Seminar in Counseling Theories and Practice is a course teaching advanced counseling theories which expands the knowledge base of candidates with regard to group and family systems interventions appropriate for diverse cultural and ethnic populations. In this course candidates identify their own counseling philosophy, personal attitudes, beliefs, and styles in order to work effectively with pupils.
Through this learning candidates become more aware of their own personal strengths and challenges that may impact pupil learning and development. Candidates learn how to assist pupils to respect individual differences and appreciate cultural diversity, as well as to examine their own strengths, values, and attitudes.

**Advanced Group Theory and Practice** focuses on the understanding and integration of methods into a candidate’s repertoire of group counseling skills. It provides student concepts of group dynamics, including cohesiveness, leadership, and stages of development. The course further coaches candidates to show respect and appreciation for individuals who may be different in culture, values, and beliefs in group settings. They gain a better understanding of the need for self-control and how to practice it. They demonstrate cooperative behavior in groups and develop effective communication skills and coping skills for dealing with problems. They also learn how to assist pupils who are struggling with societal problems such as poverty and substance abuse.

**Theory of Organizational Change** teaches candidates about school safety and conflict regulation, the course also provides candidates the opportunity to learn the differences between appropriate and inappropriate physical contact, personal boundaries, rights, and personal privacy. Candidates study legal procedures pertaining to the violation of pupils’ personal, emotional, and physical development and learn how to locate resources in school and community.

**Practicum in Child and Substance Abuse** provides experiential reinforcement and expanded applications of the knowledge base and methods pertaining to, but not limited to, personal and social development, multicultural diversity, child and substance abuse interventions.

Competence in counseling for personal and social development is confirmed by a fieldwork supervisor and campus supervisor during **Supervised Experience in Counseling** at two levels involving a cultural and ethnic population different from that of the candidate.

The **primary course** which addresses this standard is

- **EDCO 288** Seminar in Counseling Theory and Practice

**Secondary courses** identified with the competencies of this standard are

- **EDCO 279** Advanced Group Process Theory and Practice
- **EDCO 286** Theory of Organizational Change
- **EDCO 280** Practicum in Multicultural Counseling
- **EDCO 293** Practicum in Child and Substance Abuse
- **EDCO 292** Supervised Experience in Counseling
B. Themes of School Counselor Preparation

Specialization Standard 22   Leadership

Candidates know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.

Key Elements of Standard 22

1. Knowledge of effective leadership in planning, organizing and implanting a counseling and guidance program designed to increase student learning and achievement
2. Ability to be a leader in education reform and school change efforts
3. Knowledge of funding resources and budget issues concerning programs that promote student learning and academic achievement
4. Knowledge of the theories and principles of managing the delivery of a comprehensive and developmental school counseling and guidance program

Narrative

In order to effectively increase the learning and achievement of pupils, school counselors must assume leadership roles in school site programs that create and promote an educational environment conducive of high learning expectations and standards. School counselors assume leadership roles through their ability to assess educational programs and, if needed, to reorganize and restructure them to maximize pupils’ academic achievement and their social well being. Counselors are recognized as school site leaders because they have the requisite skills and knowledge to plan, organize, and evaluate the outcomes of counseling and guidance programs that are necessary for promoting equal opportunity and pupil access to a quality education.

Leadership is one of the key knowledge components in counselor education and is the focus of the foregoing didactic and practicum courses. The school counseling program first provides candidates with a comprehensive review of schools and their organization, and then affords them an opportunity to develop an understanding of the skills and knowledge they need as school counselors to function effectively as leaders within the educational enterprise. Candidates are shown different leadership styles, taught supervision skills, and provided with practical techniques to organize, coordinate, and evaluate counseling programs.

Effective leadership for counselors also involves knowledge of and skills in coordinating school and community resources. Adequate resources are necessary for successfully implementing and sustaining excellent education programs. In order to be effective, school counselors need to understand the concept of a school district budget, how it is constructed, and the manner in which they as school counselors can successfully advocate for the funding of a counseling program.

Theory of Organizational Change is the culmination of knowledge and methods acquisition with the expectation that the candidate will join others in an exemplary, cooperative research project. This class focuses on creating responsible and innovative response to the need for Quality Schools with
Improved Guidance and Counseling Systems. These systems will provide a model for interprofessional linkages of helping professionals within school and community settings.

Seminar in Guidance System Analysis provides candidates an opportunity to learn principles and styles of effective leadership and learn to take leadership in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement. Through facilitating and coordinating intervention/prevention programs, counselors act as systems change agent.

In Dynamics of Community-School Relations candidates learn leadership skills through coordination of community and school resources for student success. They also improve their leadership skills through learning facilitating Student Successful Team process.

Practicum in Multicultural Counseling and Practicum in Child and Substance Abuse reinforce the acquisition and application of skills pertinent to providing sensitive and accurate academic and career counseling and guidance, multicultural counseling, and child and substance abuse strategic interventions appropriate for the diverse socio-cultural needs of pupils and their families at elementary, middle, and high school levels.

Competence in Program Development is confirmed by a fieldwork supervisor and campus supervisor during Supervised Experience in Counseling at two educational levels involving cultural and ethnic populations different from that of the candidate.

The primary course which addresses this standard is

- EDCO 286 Theory of Organizational Change
- EDCO 287 Seminar in Guidance System Analysis

Secondary courses identified with the competencies of this standard are

- EDCO 280 Practicum in Multicultural Counseling
- EDCO 293 Practicum in Child and Substance Abuse
- EDCO 227 Dynamics of Community-School Relations
- EDCO 292 Supervised Experience in Counseling
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Specialization Standard 23 Advocacy

Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.

Key Elements of Standard 23

1. Knowledge of current and potential biases and discrimination in educational programs, services and systems that limit impede or block the highest educational attainment possible for all pupils
2. Knowledge of the barriers to the highest learning and achievement for all pupils, and how they can limit the future educational and career outcomes for pupils
3. Knowledge of school learning support programs and services that promote high academic attainment and learning success
4. Knowledge of and skill in advocating for high academic expectations and learning success for all pupils
5. Knowledge of educational and career paths and skill in advocating for pupils in a manner that increases student motivation, high expectations and learning success
6. Knowledge of the academic and learning required for pupils to be eligible for admission to a four-year college or university

Narrative

The department made a commitment to produce professional school counselors who are equipped to serve as student advocates and who believe that all students can achieve at high levels of rigor and challenging content by implementing a plan for program transformation. The newly transformed preparation programs will produce counselors who are equipped to assist students in meeting their educational and personal goals and who are proactive advocates for system change with the goal of working to remove systemic barriers that impede the academic success of poor and minority students.

The plan for implementing newly designed programs for preparing school counselors reflected fundamental changes in the following essential elements: criteria for selection and recruitment of candidates, curricular content and structure, methods of instruction, working relationships with community partners, and university/ school district partnerships. Multiple courses address issues of providing a voice for every child’s success and development. Generic core courses provide candidates with basic knowledge and skills in identifying pupils’ needs and using prevention and intervention strategies to ensure every child’s access to resources and success. The advanced program courses have continuous emphasis on the development of advocacy skills through leadership, working with parents and community partners, team building, and planning with relevant school staff and family.

Seminar in Guidance System Analysis is one of the primary courses where candidates learn to identify current barriers to learning in the school system, as well as how to develop a comprehensive counseling model to support school and pupils’ learning objectives. High school graduation, as well as college admission requirements, is reviewed. Candidates have a chance to learn how to use national data and school data to identify achievement gaps. They learn what an achievement gap is, the
meaning of the digital divide in Silicon Valley, and the importance of believing that all children can learn and succeed. Candidates must identify strategies to advocate effectively for appropriate assessment, workshops, and programs for encouraging students, especially students from the low socioeconomic segment of the community. GEAR UP project experiences are often shared in the course to provide candidates a better understanding of the realities of school life and situations in which they will be working as school counselors.

**Dynamics of Community-School Relations** is the other primary course which addresses standard 23. In the course candidates study a variety of concerns pupils and families may have regarding child development and academic success. Candidates explore barriers that impede the academic success and factors that contribute to putting pupils at risk. Candidates learn how to communicate effectively with teachers, parents, and school administration and learn how to collaborate with community resources to build a team and plan for student achievement.

In **Practicum in Multicultural Counseling** candidates experience counseling situations with various cultural/racial groups of pupils. Pupils’ problems arising from social and systemic pressures such as discrimination and social and economical factors which impact on children’s learning are addressed. Each candidate is required to identify particular learning and behavioral issues for multiple groups of students. All candidates are required to develop response papers in the course describing how they plan to prepare themselves to work with ethnically, culturally, linguistically, and economically diverse students. One area of the exit assessment on the final comprehensive examination for the PPS and MA programs involves developing advocacy plans for pupil within challenging situations.

In the course **Practicum in Life-Span Career Development** emphasis is placed on various developmental, social, and learning challenges of at-risk pupils. Candidates focus on research areas such as self-efficacy, motivation, and resiliency. They are asked to translate research findings into strategies for individual students. Candidates evaluate their clients’ strengths and goals and motivate them to achieve success through the pursuit of college and advanced studies. Candidates review and share their experiences at the end of the course. Support and advocacy for all pupils including those who may not be going to college are emphasized in **Education and Career Planning**. Not only are candidates given tools to assist pupils with identifying career paths, emphasis is placed on supporting the best options for each pupil’s success.

The importance of identifying institutional systemic barriers to learning is addressed in **Theory of Organization Change**. In the course candidates learn to identify current issues in underperformance schools and learn strategies and programs institutions may adopt to make improvements.

Advocacy is practiced during **Supervised Experience in Counseling** at two educational levels involving cultural and ethnic populations different from that of the candidate.

The primary courses which address this standard are

- EDCO 287 Seminar in Guidance System Analysis
- EDCO 227 Dynamics of Community-School Relations

Secondary courses, identified with the competencies of this standard, are

- EDCO 280 Practicum in Multicultural Counseling
EDCO 266  Education and Career Planning
EDCO 267  Practicum in Life-Span Career Development
EDCO 286  Theory of Origination Change
EDCO 292  Supervised Experience in Counseling
Specialization Standard 24  Learning, Achievement and Instruction

Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

Key Elements of Standard 24

1. Knowledge of and effective classroom management strategies, techniques and practices and skill in applying classroom management principles to guidance instruction
2. Knowledge of and skill in writing guidance lesson plans coordinated with other instructional area subject matter
3. Knowledge of instructional strategies, activities, practices and skill in applying these to teaching guidance concepts to pupils, parents and teachers
4. Understanding of classroom dynamics and instructional activities and materials that are appropriate for pupils with diverse needs, interests, and learning styles
5. Knowledge of strategies and techniques for involving parents and guardians in classroom learning including conducting student-led conferences, parent tutoring, and homework support
6. Skills in organizing and implementing in-service education programs for school staff focused on the issues related to counseling and guidance
7. Methods and techniques for supporting beginning teachers

Narrative

As previously addressed in Generic Standard 5, School counselors play a critical role in supporting pupil academic success. Candidates need to have knowledge of various learning theories including children’s cognitive development, the learning process, barriers to learning, and social factors that impact learning. It is important to improve candidates’ teaching ability, especially the ones who have not had previous teaching experiences. The majority of the courses in the program require candidates to conduct presentations.

Candidates’ knowledge and skills in the area of learning, achievement, and instruction are addressed in a wide range of courses in the school counseling program at San Jose State University.

In Introduction to Counseling and Guidance, candidates are initially exposed to learning theories which are used to help them to understand issues of students at risk and learn strategies to work with parents and teachers to improve student achievement.

In Theory of Organizational Change, candidates have an opportunity to apply what they have learned about leadership, presenting lessons, and managing classrooms to the area of the school guidance curriculum. Candidates are required to identify problematic areas in school management, administration, the teacher-student relationship, and the school-family relationship by studying and observing a school and develop a plan for change or reform. Through this assignment candidates can obtain in-depth understanding of the relationship between counseling and instruction.
In *Dynamics of Community-School Relations*, candidates learn effective classroom management strategies, and techniques for assisting teachers with classroom organization. They study curriculum design, lesson plan development and instructional strategies for teaching counseling and guidance related material. Candidates are provided the opportunity to explore strategies to support beginning teachers and coordinate Student Success Teams. They learn how to involve parents and other family members in the learning process by teaching guidance concepts homework support to students, parents, and teachers.

In *Seminar in Guidance System Analysis*, candidates have an opportunity to learn effective classroom management techniques and gain knowledge of instructional strategies, activities, and practices. The issue of achievement gap is addressed in this course by studying Education Trust national and regional data related to equity. Candidates are encouraged to study personal paradigms of teachers, pupils, and parents. At the end of the course candidates work as teams to develop comprehensive school counseling programs.

*Practicum in Multicultural Counseling* provides an opportunity for candidates to increase knowledge of achievement issues through exploration and socialization in cultural contact. The course demonstrates ways to develop and promote encouraging, motivating, and cultural sensitive teaching and learning environments.

In *Supervised Experience in Counseling*, candidates are given the opportunity to demonstrate the knowledge they have gained regarding classroom management by assisting a teacher in a classroom setting or by participating in tutoring activities.

The **primary courses**, which address this standard are

- EDCO 287 Seminar in Guidance System Analysis
- EDCO 227 Dynamics of Community-School Relations

**Secondary courses**, identified with the competencies of this standard are

- EDCO 215 Introduction to Counseling and Guidance
- EDCO 286 Theory of Origination Change
- EDCO 280 Practicum in Multicultural Counseling
- EDCO 292 Supervised Experience in Counseling
C. Functions of School Counselors

Specialization Standard 25  Individual Counseling

Candidates demonstrate knowledge of theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skill in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling of student learning and achievement. Candidates know community based mental health referral resources and effective referral practices.

Key Elements of Standard 25

1. Knowledge of and skills in applying theories of counseling as they pertain to counseling pupils in schools
2. Knowledge of and skill in assisting individual pupils identify and express feelings, contain intense and overwhelming emotion, and work through emotional conflicts and problems
3. Knowledge of the assessment of student mental and emotional problems for purposes of deterring appropriateness and selection of supportive programs and services
4. Knowledge of and skill in making appropriate and effective referrals to community mental health agencies and professionals
5. Knowledge of and skill in applying research based counseling theory to particular problems and populations through individual or small group counseling, such as anger management, suicide prevention and intervention, stress reduction, eating disorders, depression, divorced parents, grief and loss

Narrative

Under the guideline of the department mission, the Counselor Education Department is committed to training its candidates to provide effective counseling service in schools. All of the foregoing didactic courses provide knowledge and understanding of theories and skills necessary for preparing candidates to provide counseling services to individuals in K-12 schools. Through these courses, candidates gain knowledge in the theories of counseling which foster candidates to learn about themselves and learn to design and implement programs of wellness promotion, prevention, treatment and intervention services.

Dynamics of Behavior and Development and Seminar in Counseling Theory and Practice primarily provide candidates basic and advanced counseling theoretical perspectives. Practicum in Guidance I and Practicum in Guidance II improve candidates’ skills by working with students and families; and in Practicum in Multicultural Counseling, candidates acquire the skills needed to work with a diverse clientele. Practicum in Life-Span Career Development provides candidates service learning experience.
through hands-on career counseling practice with university undergraduate students to learn individual career counseling.

**Dynamics of Behavior and Development** provides candidates a theoretical perspective of counseling and different approaches to counseling procedures. The course covers many theorists such as Adler, Jung, Rogers, Freud, Maslow, Bandura, and others to gain an integrated theoretical and practical foundation to able students to design and implement programs of wellness promotion, prevention, treatment and intervention services.

**Seminar in Counseling Theory and Practice** is an advanced theory class which expands the knowledge base of candidates in regard to individual and group counseling. Candidates learn more in depth the major theoretical frameworks for counseling and practice techniques to develop and design counseling procedures and plans for prevention, intervention, and treatment programs. They learn how to apply theoretical approaches to assist in pupil development. Candidates identify their own counseling philosophy and styles through their learning.

**In Practicum in Guidance I and Practicum in Guidance II,** candidates have the opportunity to gain a better understanding of themselves through role plays. They learn to be sensitive to individual personal and learning styles and acquire effective communication skills. They also gain an understanding of group dynamics and systems influences in wellness promotion, counseling prevention, treatment, and intervention programs.

**Practicum in Multicultural Counseling** reinforces and amplifies the individual counseling role with regard to working with diverse populations. Candidates learn various counseling approaches as they relate to diverse clients. The course provides candidates with an overview of multicultural counseling and diversity issues which will enable candidates to work in various settings and develop self-awareness and an ability to discuss sensitive issues related to race ethnicity, gender, and lifestyle. Candidates also demonstrate knowledge and skills to advocate for cultural differences. They learn low to assess pupils of different ethnic backgrounds in order to determine appropriate programs and services.

**Advanced Education Assessment** helps candidates learn to assess students’ mental and emotional problems for the purposes of determining appropriateness and selecting supportive programs and services. Candidates use case study to combine diagnostic theory and assessment inventory in evaluating clients’ mental and emotional balance and develop plans for referral or treatment.

**Theory of Organization Change** expands on and integrates theories and practices into an organizational development strategy for pupil service delivery and for planning for the improvement of academic, career, and education decision making, and life-coping skills through interprofessional linkages within school and community settings. Candidates also learn how to assist pupils to express feelings, manage their anger, and work through conflicts.

**Practicum in Life-Span Career Development and Practicum in Child and Substance Abuse** provide experiential reinforcement and expanded applications of the knowledge base and methods including, but not limited to, career development, multicultural and socio-cultural diversity, and child and substance abuse interventions.
Competence in individual counseling is confirmed by a fieldwork supervisor and campus supervisor during Supervised Experience in Counseling at two levels involving a cultural and ethnic population different from that of the candidate. In the supervised experience, candidates apply and demonstrate their knowledge and skills in school settings across various situations. They apply previously learned counseling theories to particular problems and solutions, such as study skills, stress reduction, coping skills, social skills, anger management, and crisis counseling.

The primary courses which address this standard are

- EDCO 248 Dynamics of Behavior and Development
- EDCO 288 Seminar in Counseling Theory and Practice

Secondary courses identified with the competencies of this standard are

- EDCO 218 Practicum in Guidance I
- EDCO 219 Practicum in Guidance II
- EDCO 280 Practicum in Multicultural Counseling
- EDCO 267 Practicum in Life-Span Career Development
- EDCO 283 Advanced Education Assessment
- EDCO 286 Theory of Origination Change
- EDCO 292 Supervised Experience in Counseling
Specialization Standard 26  Group Counseling and Facilitation

Candidates understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.

Key Elements of Standard 26

1. Knowledge of group theory, group dynamics and the types of groups relevant to working in schools
2. Knowledge of and skill in leading small groups directed towards promoting the academic, personal, social and career development of pupils
3. Knowledge of and skill in facilitating teams and committee meetings of individuals working on education related tasks

Narrative

The Counselor Education Department’s PPS program is designed to provide candidates with the requisite knowledge and skills to provide school site counseling services to pupils and parents in the context of small groups. Candidates learn to maximize pupils’ academic efforts and assist in their social and emotional growth.

Candidates begin their study in the department quickly immersed in a study of the structure of school systems and educational programs with an emphasis on the role played by school counseling in providing counseling services in individual and group settings to pupils, parent, school staff, and community members. The program prepares candidates by showing them different groups, leadership styles, and best-practice techniques to organize and coordinate small group counseling programs. In Advanced Group Process Theory and Practice, candidates develop knowledge of group counseling theory and group dynamics and then begin to identity the types of groups that are relevant to working at a school site. Candidates are provided an opportunity to demonstrate their knowledge of and skill in leading small peer helping groups that are directed toward promoting the academic, personal, social, and career development of pupils through didactic classroom practices. Candidates are required to develop a peer helping group session and are required to open, conduct, and close a peer helping group session.

Group counseling techniques and skills are enhanced through several practicum courses in the department. In Practicum in Guidance II, candidates learn to work with the family system as a small peer helping group counseling procedure. Candidates learn to observe and assess family dynamics and develop a plan for academic, career, and personal changes. In Practicum in Life-Span Career Development, candidates have the opportunity to observe and provide feedback to each other as peer helping groups. They work in small groups and through clinical observation to provide peer support and suggestions for improvement.

Candidates also get an opportunity to learn and demonstrate their skills in facilitating teams and committee meetings working on education related tasks. This experience is enhanced by the practical
hours associated with each of the courses in the counseling sequence. In all courses throughout the program, candidates are provided opportunities to lead or facilitate teams and/or small groups on various project designs, program development, training, presentations, and class assignments. This provides a basis for students learning the cooperative, teamwork process.

Effectiveness in facilitating teams and committees also involves an awareness of legal restrictions and ethical standards impacting upon personal counseling practices and counseling programs operating to assist pupils and teachers. Candidates are provided an overview of current state and federal legal guidelines and restrictions and recognized professional and ethical standards for the counseling profession in the Law and Ethics for Counselors course. Updated website listings for professional organizations and state and federal educational agencies are provided to candidates so that they may access them to expand their knowledge about legal and professional issues and remain current throughout their professional careers. Participation in SST, staff development, and other meetings is a necessary component of a student’s fieldwork – Supervised Experience in Counseling.

The primary course which addresses this standard is

- EDCO 279 Advanced Group Process Theory and Practice

Secondary courses identified with the competencies of this standard are

- EDCO 219 Practicum in Guidance II
- EDCO 267 Practicum in Life-Span Career Development
- EDCO 286 Theory of Origination Change
- EDCO 292 Supervised Experience in Counseling
Specialization Standard 27 Collaboration, Coordination and Team Building

Candidates apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents, and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.

Key Elements of Standard 27

1. Knowledge of effective collaboration programs and services that integrate parents, family and community members and community agency personnel to increase student learning and academic achievement
2. Knowledge of and skills in coordinating the support, roles and services of school staff, parents, family and community members and community agency personnel within the framework of a comprehensive counseling and guidance program
3. Knowledge and skill in team building
4. Knowledge of and skill in coordinating support services necessary for success in academic, career, personal and social development and in providing appropriate services to meet these student needs
5. Knowledge of and skill in coordinating guidance activities through which pupils develop competency in self-management, communication, interpersonal interaction, and decision making

Narrative

School counseling services in school systems mandate that collaboration and partnerships with all related agencies and organizations are fully understood and practiced. It is not possible to make effective plans for pupil success or program development when acting alone. In alignment with CCTC Standards, candidates of the Department of Counselor Education are prepared to be pupil advocates and to work with parents, teachers, school staff, and community members to provide prevention and intervention strategies to remove barriers to learning. These professionals, in partnership, maintain high expectations for all students, enable pupils to reach their highest potential, foster optimum teaching and learning conditions, and strive to prevent school failure. They learn to unite their skills in a team approach that provides comprehensive, coordinated programs and services on behalf of all pupils and their families. Candidates are taught the value of family-school collaboration to improve pupil learning and gain knowledge and skills throughout their program of study.

In Dynamics of Community-School Relations, candidates have opportunities to explore the partners needed to create the conditions for pupil success. Many community partners may have a long and successful history of service delivery. Others may be new or in the process of being developed. In all cases, candidates are taught to view themselves as collaborators and advocates. It is stressed that the family is an essential member that needs to be represented in any effort taken to improve the conditions of pupils in the school or community. Inter-agency team functioning often needs clear
guidelines for effective communication and coordinated effort. This is especially true for the coordination of services during times of crisis.

In *Theory of Organization Change*, candidates learn that every organization has its own culture and procedures both written and unwritten. Clear policies and working relationships among partners require that their working methods and relationships be written in a Memorandum of Understanding and reviewed for legal and financial issues. Examples of inter-agency agreements and Memoranda of Understanding are provided and discussed in class. Candidates are taught that even an action plan agreement with a pupil or family needs to be in writing and signed by all parties. Special education planning and 504 plans are examples of such written contracts that enjoy legal status and provide for oversight by the Office of Civil Rights. Candidates are taught that professional agreements are of utmost importance and they must apply high ethical and legal standards. Inter-agency or team processes should create the synergistic effect that results from committed members working toward a common purpose.

Candidates learn that “Teamwork is the pull that allows common people to achieve uncommon results”. *Theory of Organization Change* calls for candidates to put their learning from other classes into action in the field and provides for their shared learning based on their collaboration and team efforts.

The *Seminar in Guidance Systems Analysis* provides candidates the opportunity to learn program design and coordination resources for school counseling services. The course teaches the candidate community funding resources for program coordination and that school counseling programs must be outcome based in order to be measured productively and used for further program development and improvements.

Competence in program coordination and supervision is confirmed by a fieldwork supervisor and campus supervisor during *Supervised Experience in Counseling*.

The **primary course** which addresses this standard is

```
EDCO 227    Dynamics of Community-School Relations
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**Secondary courses** identified with the competencies of this standard are

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EDCO 286    Theory of Origination Change
EDCO 287    Seminar in Guidance Systems Analysis
EDCO 292    Supervised Experience in Counseling
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Specialization Standard 28 Organizational Systems and Program Development

Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systematic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.

Key Elements of Standard 28

1. Knowledge of a comprehensive school counseling and guidance program and its impact on teaching and learning
2. Understand the basic principles of organizational theory and change theory so as to be able to lead and work collaboratively as a part of a total educational team
3. Understand the organization of the school dynamics of change and the roles of individuals within the school setting
4. Identify a wide range of philosophical, historical, political, ethical, cultural and economic forces that impact the school organization and ecology
5. Understand the interrelationships among prevention and intervention strategies, school organization, and society
6. Understand the techniques used to guide, motivate, delegate, and build consensus in program development and the achievement of results
7. Knowledge of and skill in conduction needs assessments and in planning, developing and implementing counseling and guidance programs based on such assessments
8. Knowledge of the process of developing comprehensive counseling and guidance program budgets, sources of funding and appropriate expenditures
9. Knowledge of and skill in designing and implementing the evaluation of a counseling and guidance program

Narrative

The guiding rationale for preparing school counseling credential candidates with an understanding of organizational system and knowledge of program development skills has been well stated within the CTC standards manual itself and is paraphrased here:

In order for school counselors to address effectively the educational needs of pupils and assist schools to become effective learning communities, they must have the requisite skills to plan, develop, implement, and evaluate counseling programs and support services. To determine the effectiveness of school site programs and their relationship to the school’s educational mission, school counselors must be able to identify and assess student outcomes that result from involvement in such programs. Further, they must be able to use this information to make appropriate changes in existing programs and be able to plan and implement new programs.

Early in the sequential PPS program of study, candidates are required to take Dynamics of Community School Relations which provides a study of an array of concerns with focus on student achievement issues and socio-cultural issues in the community related to student performance and school
performance. The course provides an overview of current school reform and its relationship to the community.

Subsequent courses continue to incorporate the concept of the candidate working as change agent within the structure of an existing school system. Candidates are continually challenged to examine organizational structures and policies to determine the manner in which they work in order to plan, develop, and implement, and evaluate systematic and comprehensive counseling and guidance programs as part of an overall school plan. Theory of Organization Change and Seminar in Guidance System Analysis are the backbone of the curriculum with regard to understanding the basic principles of organizational theory and change theory so as to enable candidates to work collaboratively as part of a total educational team. Candidates also become knowledgeable of the development of a comprehensive school counseling and guidance program and its impact on teaching and learning.

In Theory of Organization Change, candidates have opportunities to learn about a wide range of philosophical, historical, political, ethical, cultural and economic forces that impact school organization and ecology. They study the current trends of education reform and develop strategies for initiating a change or facilitating a planning process for change.

The overall purpose of Seminar in Guidance System Analysis, as stated in the course syllabus, is to enable the candidate to attain basic knowledge and skills to plan, develop, implement and evaluate systematic and comprehensive counseling and guidance program that are part of an overall school plan. To accomplish these goals, the course provides an opportunity for candidates to explore guidance and counseling systems and examine online resources. The course also focuses on attitudes and strategies for taking leadership in initiating institutional change and promoting the utilization of technology systems in counseling and student services. A database of statistical measures, computer-based and appropriate for using in evaluating educational programs, is demonstrated through the Education Trust Website. The school counseling plan that candidates develop as a course assignment includes

1) Institution description – Using data gathering procedures to document the nature and scope of the need for counseling

2) Mission/Vision – Stating overall goal(s) using the knowledge of current trends in school reform for development

3) Objectives and Outcomes – Stating specific program objectives, activities planned to achieve the objectives, and specific results expected (See Objective Example)

4) Collaboration – Utilizing resources within the community to provide leadership in the development and maintenance of viable school-community partnerships and demonstrating knowledge and skills in collaborating with public and private community-based organizations, agencies, and others that contribute to improve learning outcomes for students.

5) Budget and Funding – Utilizing various sources of funding that support pupil support services programs. The budget should include personnel, materials and supplies, tools for assessment, and professional development and transportation costs.

6) Program Evaluation – Develop an evaluation plan to reflect and assess the impact of counseling and guidance programs on student learning and academic achievement.
The learning in the other classes listed supplement, support, and amplify the understandings and programmatic intervention strategies pertinent to the development of counseling programs and the promotion of organization change. For example, Law and Ethics for Counselor focuses attention on intervention and early prevention for students at risk. Practicum in Multicultural Counseling focuses in depth on cross-cultural and ethnic perspectives and assists in the understanding of personality and other developmental factors and assessment issues. The class provides support for more accurate observations and interpretation of organizational dynamics to assist teachers and parents in assisting pupils in achieving academic success. The course motivates candidates to be advocates for students’ academic achievement. Dynamics of Community School Relations likewise reinforces candidates’ learning and skills in program development and initiating changes in school systems by utilizing community resources and leaders for service improvement.

Competence in the legal aspects standard for school counselors is confirmed by Supervised Experience in Counseling at two educational levels involving a cultural and ethnic population different from that of the candidate.

The primary courses which address this standard are

- EDCO 286 Theory of Origination Change
- EDCO 287 Seminar in Guidance Systems Analysis

Secondary courses identified with the competencies of this standard are

- EDCO 232 Law and Ethics for Counselor
- EDCO 280 Practicum in Multicultural Counseling
- EDCO 227 Dynamics of Community-School Relations
- EDCO 292 Supervised Experience in Counseling
Specialization Standard 29  Prevention Education and Training

Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systematic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.

Key Elements of Standard 29

1. Knowledge of and skill in identifying early signs and predictors of student learning problems
2. Knowledge of and skill in developing, organizing, presenting and evaluating programs designed to prevent learning difficulties and promote learning success
3. Knowledge of and skill in developing, organizing, and presenting prevention programs for parents, family and community members
4. Knowledge of and skill in working with teachers to implement and evaluate educational progress

Narrative

As stated in Generic Standard 5, school counselors have a critical responsibility to support pupils’ academic success and personal development. To fulfill this requirement, counselors must be trained to possess a complex set of knowledge and skills and appropriate dispositions. Counselors need to develop skills in program planning, development, implementation, and evaluation.

Candidates in Advanced Educational Assessment learn the various types of problems facing the school and pupil today. Candidates are provided the opportunity to obtain knowledge and skills in identifying early signs and predictors of student learning problems through case studies.

Seminar in Guidance System Analysis is an essential course which addresses Standard 29. The course is designed to enable candidates to attain basic knowledge and skills in developing a comprehensive counseling service program. To that end, the course provides an opportunity for candidates to explore guidance and counseling systems and to examine literature and online resources on counseling and guidance. A database of statistical measures, computer-based and appropriate for use in evaluating educational programs, is demonstrated through the Education Trust Website. Candidates are required to design a school counseling plan which needs to include

1) Institution description
2) Mission/Vision
3) Objectives and Outcomes
4) Collaboration
5) Budget and Funding
6) Evaluation
Candidates are provided with as much opportunity as the classroom experience will allow to build a team and work with the team to gain computer skills while carrying out the procedures for specific projects. The course emphasizes the role of counselors as consultants to parents, teachers, and other staff for the purpose of creating a supportive school environment for all pupils. Class assignment guidelines are available in the course binder in the college document room.

Dynamics of Community-School Relations and Practicum in Multicultural Counseling are the essential courses in the curriculum with regard to learning relating to prevention education and training. With so many serious problems facing children and parents in today's complex world, counselors are challenged daily by school crises, at-risk students, child abuse, drug abuse, and other problems. Candidates are challenged to advance their learning in prevention strategies. The two courses address various prevention and intervention models such as alternative schools and programs and issues in designing and developing such programs and working with and supporting classroom teachers.

Learning in the other classes listed supplement, support, and amplify the understandings and programmatic intervention strategies pertinent to prevention and early intervention. For example, Theory of Organization Change focuses attention on intervention education and early prevention for students at risk and on collaboration with teachers, parents, and other school staff as a team. Practicum in Multicultural Counseling focuses on cross-cultural and ethnic perspectives and assists candidates in understanding the social, personal, and other developmental factors supportive of prevention and early intervention. The class provides support for more accurate observations and interpretation of behavior dynamics to teachers, parents, and pupils to assist them in their academic success. The course motivates candidates to be advocates for student access to academic achievement.

Competence in prevention education and training is confirmed by Supervised Experience in Counseling at two education levels involving a cultural and ethnic population different from that of the candidate.

The primary courses which address this standard are

EDCO 287 Seminar in Guidance Systems Analysis
EDCO 227 Dynamics of Community-School Relations

Secondary courses identified with the competencies of this standard are

EDCO 283 Advanced Education Assessment
EDCO 280 Practicum in Multicultural Counseling
EDCO 292 Supervised Experience in Counseling
Specialization Standard 30  Research, Program Evaluation, and Technology

Candidates are knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conduction programs evaluation.

Key Elements of Standard 30:

1. Knowledge about basic principles of research design in education and psychology
2. Use of relevant technology in order to (a) conduct and disseminate research (b) access information and (c) evaluate pupil progress
3. Skill in locating research data and interpreting its meaning to pupils, parents, school, and the community
4. Knowledge and skills of program evaluation including the gathering of needs assessment data, the use of data in planning and decision making, the development of evaluation strategies, and the gathering of outcome data focused on student learning and achievement outcomes
5. Skill in disseminating program evaluation findings to program stakeholders, and how proficient are candidates in the use of evaluation outcomes to modify or extend programs and interventions
6. Understanding of research methods, statistical analysis, needs assessment and program evaluation

Narrative

Review of research literature in education and school counseling permeates the entirety of the Counselor Education Department. Research, program evaluation, and technology are infused throughout the school counseling credential program of study. Candidates are directed and trained to conduct their class presentations, class assignments, and their MA thesis projects with the support of literature which utilizes scientific research methodology, appropriate assessment inventories, and statistical procedures. Even though the Educational Research seminar is not required for PPSC candidates, a majority of candidates in the school counseling program will have taken the research seminar in pursuing their M.A while taking PPS courses.

- Research and Program Evaluation

Basic principles of research design in education and psychology are addressed in Introduction to Counseling and Guidance and Seminar in Guidance System Analysis. Candidates are provided an overview of the knowledge and skills necessary to evaluate successfully federal, state, school and community based educational programs impacting upon the delivery of counseling services in school settings. While Introduction to Counseling and Guidance focuses on the design of traditional and qualitative educational research studies, research design and APA style for writing, Seminar in
Guidance System Analysis is the corresponding capstone course preparing candidates to understand and conduct evaluation of student outcomes in school settings. Seminar in Guidance System Analysis also provides an understanding of the techniques and strategies necessary to evaluate education counseling and guidance programs in school settings and to effectively disseminate program evaluation findings to program stakeholders.

The department provides Research Seminar in Education which is an advanced research class. There are three reasons that the department takes into consideration for not using it as a part of PPS program: 1) there are candidates in the program already have received graduate degrees, such as some teachers, administrators and MFTs who may already had this research class; 2) the course focus on mainly developing MA thesis project; 3) as stated above, the research methodology has been integrated into several PPS classes – EDCO 215 which provide a research foundation for advanced EDCO 221 research class; EDCO 287 Seminar in Guidance System Analysis.

- Relevant Technology and Its Use in Research Design

Technology is infused throughout the school counseling credential program of study. Candidates are directed as a requirement of many courses, to utilize emerging technology appropriate to provide counseling services in school settings. For example, updated websites are included in assignments requiring candidates to evaluate California and federal education programs relating to school counseling. A database of statistical measures, computer-based and appropriate for use in evaluating educational programs, is provided in Seminar in Guidance System Analysis. Candidates in Seminar in Guidance System Analysis are required to (a) utilize PowerPoint to conduct a presentation on their designed counseling program; (b) use Excel to present the budget plan; and (c) design a web page to market the comprehensive counseling program.

Competence in research, program evaluation, and technology is confirmed by Supervised Experience in Counseling at two education levels involving a cultural and ethnic population different from that of the candidate.

The primary courses which address this standard are

- EDCO 215 Introduction to Counseling and Guidance
- EDCO 287 Seminar in Guidance Systems Analysis

Secondary courses identified with the competencies of this standard is

- EDCO 286 Theory of Organization Change
- EDCO 280 Practicum in Multicultural Counseling
- EDCO 292 Supervised Experience in Counseling
3. Filed Experience and Competency Evaluation

Specialization Standard 31  Field Experience

To develop competency in all areas of school counseling and guidance, candidate have the opportunity to demonstrate knowledge and skills in applying the themes and function of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.

Practica

A minimum of one hundred (100) clock hours in a practicum experience, that can include: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-cased community resources. Practice experiences should be completed prior to the field experience.

Field Experience

The school counseling program requires candidates to complete a supervised field experience of six hundred (600) clock hours that is begun after successful completion of the practicum experience and the series of preliminary courses defined by the program as preparation for the field experience. The field experience provides an opportunity for the candidate to perform, under supervision, the functions of school counselors in school counseling domains.

Up to one hundred fifty (150) clock hours shall be devoted to issues of diversity. This may be satisfied with up to 100 clock hours in a diversity program or with the development and implementation of a program that addresses diversity issues. AND, at least fifty (50) clock hours shall be with at least ten (10) pupils (individually or in a group) of a racial and ethnic background different from that of the candidate. OR. All 150 clock hours with pupils of a racial and ethnic background different from that of the candidate.

The candidate’s total field experience includes the following:

1. A minimum of six hundred (600) clock hours in public school settings at two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours at each level. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools. At least four hundred (400) clock hours must be completed in public school settings with K-12 pupils.
2. An average of one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 4 interns per group) supervision per week provided throughout the field experience, usually performed by the on-site supervisor IS SUGGESTED, NOT REQUIRED.

3. An average of one-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member IS SUGGESTED, NOT REQUIRED.

4. The opportunity for the candidate to gain supervised experience in the understanding and use of a variety of school resources, including: data and information systems on student learning and achievement; career development materials; information on colleges and universities, the use of school technologies for information access, teaching and learning; tests and measures used in assessing student learning and achievement; and information on school and district policies and practices.

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

**Key Elements of Standard 31**

1. Individualized plan for field experience
2. Familiarity with a range of classroom instructional practices and learning acera for pupils from diverse backgrounds
3. Effective interpersonal and counseling skills through interactions with pupils, parents, school staff and other professionals working with pupils
4. Develop audio or videotapes of their performance in school counseling domains and functions for use in supervision
5. Develop competency in all domains, themes and functions of school counseling
6. Skill in program development and evaluation and the implementation of at least one prevention program
7. Provide regular and formal evaluations of candidate’s performances
8. Ensure that candidates have experience in developing the skills included in the school counseling standards

**Narrative**

Field experience provides candidates with the opportunity to apply the knowledge that they have learned in the classroom in a real-life school counseling setting. The Counselor Education Department continues its efforts to improve and intensify the internship/field experience supervision model through increasing partnerships with schools and the community so that there can be more collaboration between counselors-in-training, campus designated supervisors, district designated counselor supervisors, and professional advisory consultants. Students uniformly regard their field experience as a positive experience that prepares them to work as school counselors.
• Practica

To meet CCTC practica requirement, the Counselor Education Department prepares its candidates high quality introductory level professional experience beginning with interviews, observations, and job shadowing as part of their courses in Introduction to Counseling and Guidance, Dynamics of Community-School Relations and Practicum in Guidance I or II. Candidates are required to share their school experience as well as their experience in peer counseling and personal assessment and to explore school-based community resources in these classes. Completing these classes and experiences are prerequisites for field experience. After these courses, candidates progress to gain experience in the full range of counseling activities including multiple levels and both direct and indirect services. During their fieldwork, candidates plan to experience as wide a range of activities as is feasible.

1. Field Experience

The Counselor Education Department requires its candidates to complete up to three semesters of field experiences – EDCO 292 Supervised Experience in Counseling consists of six hundred (600) clock hours, which includes at least two levels for the PPS credential. Four hundred (400) hours need to be practiced in public schools.

One hundred fifty (150) clock hours should be devoted to issues of diversity. The requirement of working with diverse student populations can be satisfied with a school that has a diverse student population. Candidates are asked to submit a site description. They are guided to address the pupils’ cultural and ethnic backgrounds.

2. Individualized Plan for Field Experience

Supervised Experience in Counseling is designed to provide opportunities for supervised field experience in guidance and counseling. Candidates are required to attend an orientation meeting at the beginning of each semester. They are assigned to or secure placements in schools (elementary, middle, or high school), or other agencies or organizations as appropriate for their career objectives. These placements provide development of counseling guidance skills consistent with the requirements of the Pupil Personnel Services Credential Specialization in School Counseling and Child Welfare and Attendance Service. A Supervised Field Experience in Counseling Handbook is available for review in the college document room. The Requirement Checklist for EDCO 292 Supervised Experience in Counseling (See Table 3, p108) is designed to help candidates better understand the course requirements and the requirement for supervision and evaluation.

When a candidate seeks to be credentialed in school counseling, the advisor and the candidate review the levels requirement, the cultural and ethnicity requirement, and the group counseling requirement. A Supervised Experience in Counseling Contract is then initiated by the candidate, first with the advisor, second with the prospective field supervisor, and third with the university supervisor who has the responsibility to verify that

• The candidate has a Certificate of Clearance;
• The candidate has taken CBEST;
• The candidate has completed EDCO 215 Introduction to Counseling and Guidance;
• The candidate has completed one of the following: EDCO 227 Dynamic School and Community Relationship or Practicum: Guidance I or II;
• The field supervisor has a valid PPSC;
• The candidate has appropriate insurance coverage;
• The level(s) of the placement is/are according to the objectives to be attained during the semester;
• The culture and ethnicity of the pupils to be served include at least one that is different from that of the candidate and
• The group counseling objectives (contract hours) will be met in the placement.

Candidates are responsible for a signed Supervised Experience in Counseling Contract to be completed by the fourth week of classes with a Site Description Analysis. An individual supervision schedule is developed by each candidate with the campus supervisor and the field site supervisor. Candidates attend group supervision seminars which are scheduled monthly (minimum expectation) with the campus supervisor for a total of at least four group sessions.

The campus supervisor is responsible for acquainting the field supervisor with the Field Work Competency Evaluation Form to be used at the end of the semester. Also, the campus supervisor will clarify objectives pertinent to levels, requirements, and strategies for accomplishing same, as well as cultural and ethnicity expectations and group counseling requirements if such are to be included in the particular placement activity.

Candidate supervision and evaluation are provided by the observations of the university supervisor in collaboration with the candidate’s field supervisor. Likewise, candidates will complete the form and attach a Field-Work Summary along with appended log sheets and field experience summaries as deemed appropriate. Each field supervisor will complete the Field Work Competency Evaluation at the completion of the semester. The campus supervisor is responsible for verifying the field supervisors’ assessment of competencies completed in the Supervised Experience in Counseling.

Internship Credential candidates must have ongoing field supervision while completing the requirements of the program. The same candidate supervision and evaluation procedures are used for internship candidates.

Because the Counselor Education Department is committed to training qualified counseling professionals in schools, a supervision model has been established to create an environment where students have the opportunity to develop alternative school counseling programs, to build leadership teams, and to work with high risk populations and their families. Under the new model, one or two counseling sites (in school) are identified each semester. A group of candidates are placed at the outset to conduct hands-on field experience. The university supervisor leads the group at the sites (schools) and works with the field supervisor to develop and implement objectives and activities for counseling program.

An internship handbook is developed to provide candidates information regarding the requirements, evaluation, supervision, and the development of goals and objectives. The handbook is available for review.

3. Effective Interpersonal and Counseling Skills

Throughout their fieldwork, Candidates attend the Supervised Experience in Counseling. This course meets every month. Candidates attend sessions throughout their fieldwork to present cases that they are
working with, present issues from their fieldwork, share strategies for dealing with problems and issues, learn about employment opportunities and job search strategies, and handle any administrative issues related to their fieldwork.

Candidates’ participation in the Supervised Experience meetings helps ensure that they practice interacting appropriately with pupils at their fieldwork school sites. This is accomplished by the requirement that they discuss the cases they are currently working with at their fieldwork experience school site. Site Supervisors monitor the candidate’s interactions with pupils and teachers and arrange experiences that will help build skills in counseling domains that may need assistance. Candidates are involved in individual, small group and large group counseling and guidance activities throughout their program.

4. Audio or Videotapes of Counseling Performance and Supervision

To provide candidates opportunities to develop, audio or videotapes of their performance are made in their counseling domains and used in supervision. The department uses the college Audio and Video Laboratory in EDCO 267 Practicum: Life-span Career Development Theory. Undergraduate students who need help to decide their college majors are recruited to the course as clients. Every semester fifteen to twenty practicum candidates are assigned with sixty clients to assist the clients with their career decisions. The counseling process is videotaped for supervision purposes. After the class, the tapes are destroyed for confidentiality. Candidates learn to provide peer reflection, to learn from each other, and team building. They are required to present a case study with the videotape at the end of the semester. This practicum course is service based, which provides candidate comprehensive experience working with diverse clients.

5. Program Development and Evaluation and Implementation of Prevention Program

Candidates are required to develop a plan for Supervised Experience in Counseling prior to beginning their fieldwork. The plan is designed to ensure that candidates meet all fieldwork requirements, including the development of a prevention program, and address the fieldwork objectives as defined in the Supervised Experience in Counseling Handbook. Candidates are also required to learn school counseling programs and to study the issues of implementation of these programs at their fieldwork sites. They need to write their analysis in their summary at the end of each semester to ensure they have opportunity to obtain an overall view of development, implementation, and evaluation of a school counseling program.

6. Evaluation by Site Supervisor and Department Faculty

Throughout the candidate’s fieldwork, individual supervision is arranged between the candidate and site supervisor. Field experience candidates are required to meet with the supervision group once a month for three hours. The university supervisor provides additional supervision as needed, but meets with the candidate at least twice during each fieldwork section. At the end of each fieldwork section, the candidate is formally evaluated by the site supervisor (See Appendix for Supervised Experience Evaluation Form). The university supervisor discusses the results of the evaluation with the candidate before credits are granted for the fieldwork experience. If a problem is apparent, the university supervisor contacts the field experience coordinator and a remediation plan is developed. Candidates may be required to complete additional fieldwork or seminar sessions, review course content or retake courses, or complete other remediation activities as needed.
7. Develop the skills included in the school counseling standards

It is important for candidates to understand California school counseling standards. To ensure that candidates have experience in developing the skills necessary to meet expectations, the department has three strategies for change in program development and fieldwork experience. These changes include:

1. Making the standard available on the EDCO 292 Supervised Experience website at: [www.sweeneyhall.sjsu.edu/coe/edco/292](http://www.sweeneyhall.sjsu.edu/coe/edco/292)
2. Evaluating the candidate’s fieldwork performance based on school counseling standards
3. Including the standards in course syllabus on the course website

Table 3 illustrates requirements for candidates prior to begin PPS fieldwork experience.

### Table 3: Requirement Check List for EDCO 292 Supervised Experience in Counseling

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Has a Certificate of Clearance;</td>
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<tr>
<td>Has taken CBEST;</td>
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<tr>
<td>Has EDCO 215 Introduction to Counseling and Guidance</td>
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<tr>
<td>Has EDCO 227 Dynamic School and Community Relationship</td>
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<tr>
<td>Has EDCO 218 Practicum: Guidance I or EDCO 219 Guidance II</td>
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<tr>
<td>Has appropriate insurance coverage</td>
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<tr>
<td>Has appropriate level(s) of the placement plan and site description (two sch. level)</td>
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<tr>
<td>Has a supervisor who held a valid PPSC;</td>
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<tr>
<td>Has diverse culture and ethnicity of the pupils to be served</td>
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<tr>
<td>Provides individual and group counseling opportunity</td>
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<tr>
<td>Provides opportunity for observing counseling and teaching</td>
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<tr>
<td>Provides opportunity to work on student achievement issues</td>
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<tr>
<td>Provides opportunity to understand and use of a variety of school resources</td>
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<tr>
<td>Provides opportunity for supervision (minimum one hour per week)</td>
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<tr>
<td>Meets with candidate once a week for one hour</td>
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<tr>
<td>Works with candidate on the Supervised Experience Plan</td>
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<tr>
<td>Provides candidate feedback</td>
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<tr>
<td>Provides candidate final evaluation</td>
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<tr>
<td>Provides orientation on Supervised Experience in Counseling</td>
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<tr>
<td>Approves Supervised Experience Plan</td>
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<tr>
<td>Meets with candidate during the semester (minimum once a month)</td>
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<td>Provides candidate feedback</td>
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<td>Provides candidate support</td>
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<td>Provides candidate final evaluation</td>
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<tr>
<td>Reviews hours completion (600 hrs/9 units of 292, 400 of them in public schs.)</td>
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<tr>
<td>Reviews Site Supervisor evaluation form</td>
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<tr>
<td>Reviews Supervised Experience Summary</td>
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<tr>
<td>Reviews overall performance for credit</td>
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</table>
Specialization Standard 32 Determination of Candidate Competence

Prior to recommending candidates for a School counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisors and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

Key Elements of Standard 31

1. Have effective procedures to track and monitor candidate completion of credential requirements and all competency standards
2. Have a systematic summative assessment been competed of the candidates’ performance by at least one district supervisor and one institutional supervisor
3. The assessment encompasses the skills and knowledge necessary for professional competence and is based on documented procedures or instruments that are clear, fair, and effective

Narrative

As candidates near the completion of their program, there are a number of checkpoints involved in the exit process. These checkpoints involve instructors, the Admission and Record Office, a credential analyst, the university supervisor, the site supervisor, the university advisor, and the department chair. Every effort is made to ensure that a candidate is not found deficient at the final review stage of the program. From the initial program admission through frequent progress checks with the university advisor, candidates are informed about the process of moving through the program and counseled if problems develop. If necessary, a remediation plan is developed to assist those candidates who experience difficulty either in their coursework or their fieldwork. Candidates who experience difficulties in completing the remediation plans are advised to re-examine their programs of study for possible self-selection of another career field or, if necessary, counseled out of the program. All faculty involved in SJSU Department of Counselor Education have a strong commitment to high standards and implementation of an early warning system when problems develop.

Procedures to track and monitor candidate completion of credential requirements

Instructors

Competency areas associated with each of the Generic and School Counseling Specialist Standards have been identified according to the courses in which the content/method are taught.

The instructor responsible for the particular course evaluation in a semester period completes a Competency Evaluation Checklist for each candidate completing the requirement with performance at a B- or above with regard to the specific competencies identified.

Fieldwork Supervisor

Upon completing Supervised Experience in Counseling, a Fieldwork Competency Evaluation Form is completed by the fieldwork supervisor, the university supervisor, and the candidate. This evaluation,
in combination with the field supervisor’s and campus supervisor’s summative evaluations specific to the level of placement category (elementary school, middle school, high school, or agency) and cultural/ethnic category, is used to determine the candidate’s specific competence.

**University Supervisor**
At the completion of their fieldwork, candidates meet with their university supervisor. The university supervisor reviews all fieldwork time logs, fieldwork summaries, fieldwork site supervisor evaluations, and the candidate’s overall performance to determine whether credits will be allowed.

**Comprehensive Exam**
Prior to graduation, a comprehensive exam is administered at the end of every semester. The exam is a three-hour essay test. Candidates are asked to describe student populations and needs for counseling service.

**Candidate**
Each candidate is responsible for initiating the review process with an advisor in relation to competency evaluations specific to Standards by coursework or evaluated equivalent credit or experience. Each candidate is also responsible for the completion of the Field Work Competency Evaluation Form with field supervisors and campus supervisors. A candidate progress review summary is attached to each candidate’s file so that the candidate and advisor(s) can determine the status of progress throughout the program of study.

Candidates request that the School Counseling Specialization recommendation be forwarded to activate the Pupil Personnel Services School Counseling Credential process. First, the candidate is to review all documents with an advisor. It is the candidate’s responsibility to have all Competency Evaluation Checklists and Field Work Evaluation Forms for two levels of supervision with cultural and ethnic populations different from that of the candidate completed.

**University Advisor**
At the midpoint of the program, candidates are required to meet with their university advisor for a program review to determine eligibility for the Advanced Candidacy for MA. At this point, the university advisor becomes familiar with the candidate through teaching, supervising, and advising. The advisor completes the candidacy form and recommends the candidate to the department chair and Graduate Studies at the university for continuation of graduate study. At the completion of the candidate’s study, the candidate meets with the university advisor again to review candidate’s PPS course worksheet, transcript, comprehensive exam, fieldwork completion, the field supervisor’s evaluation, the university supervisor’s evaluation, and approves the PPS course worksheet for recommendation of the candidate for PPS credential. The worksheet is forwarded to the department chair.

**Department Chair**
The Chair of the Counselor Education Department reviews the file of the candidate and, upon determining that competencies have been met, recommends the candidate for the Pupil Personnel Services School Counseling Specialization Credential. Internship Credential candidates must meet the same competency requirements. A competency clearance signature is then completed by the program director and a request for Credentialing is then forwarded to the College of Education Credentials office. Candidates are responsible for initiating the process with the credentials office for actual filing for the PPSC.
Procedures for recommendation of candidates for credentials

After receiving the Department Chair’s signature, candidates contact their credential analyst to complete their credential application. The credential analyst then reviews the candidate’s program of study to ensure that all credential requirements have been met. If all credential requirements have been met, the credential analyst forwards the application to the CCTC with a recommendation that the candidate be awarded a credential. At the same time, an official letter of completion is provided to the candidate.
## Curriculum Matrix: PPS School Counseling Standards Coverage by Course

<table>
<thead>
<tr>
<th>Standards</th>
<th>215</th>
<th>218</th>
<th>219</th>
<th>227</th>
<th>248</th>
<th>232</th>
<th>244g</th>
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<th>266</th>
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<th>279</th>
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<th>288</th>
<th>292 Fieldwk</th>
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<tr>
<td>17</td>
<td>Foundations of the School Counseling Profession</td>
<td>P</td>
<td>S</td>
<td>S</td>
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<td>18</td>
<td>Professionalism, Ethics and Legal Mandates</td>
<td>P</td>
<td>S</td>
<td>S</td>
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<td>19</td>
<td>Academic Development</td>
<td>P</td>
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<td>20</td>
<td>Career Development</td>
<td>S</td>
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<td>Personal and Social Development</td>
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<td>Advocacy</td>
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<td>24</td>
<td>Learning, Achievement and Instruction</td>
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<td>Individual Counseling</td>
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<td>26</td>
<td>Group Counseling and Facilitation</td>
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<td>27</td>
<td>Collaboration, and Coordination and Team Building</td>
<td>P</td>
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<td>28</td>
<td>Organizational and System development</td>
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<td>29</td>
<td>Prevention Education and Training</td>
<td>P</td>
<td>S</td>
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<tr>
<td>30</td>
<td>Research, Program Evaluation and Technology</td>
<td>P</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
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<tr>
<td>31</td>
<td>Field Experience</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>P</td>
<td></td>
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<tr>
<td>32</td>
<td>Determination of Candidate Competence</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
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</table>

P = Primary course   S = Secondary course   R= Reinforce learning experience
Section VI

Child Welfare and Attendance Service Specialization

Child Welfare & Attendance Services
Specialization Standards

Child Welfare and Attendance Specialization is a supplemental authorization which requires that a credential candidate either holds one of the three PPS credentials or is concurrently enrolled in one of the three PPS credential programs.

Section VI of this program approval document identifies the didactic and practicum courses and field experience requirements for the Child Welfare and Attendance Services Specialization Credential. The didactic courses include two knowledge-based classes from the Generic Core and two Advanced Professional Development courses required for the School Counseling Specialization. One advanced practicum and a specific supervised field experience in Child Welfare and Attendance Service culminate the requirement for the specific authorization. These course areas are:

1. Generic Core
   - EDCO 227  Dynamics of Community-School Relations
   - EDCO 232  Law and Ethics for Counselors
   - EDCO 287  Seminar in Guidance Systems Analysis

2. Advanced Professional Development
   - EDCO 286  Theory of Organizational Change

3. Advanced Practicum and Field Experience
   - EDCO 293  Practicum in Child and Substance Abuse
   - EDCO 292  Supervised Experience in Counseling

Matrices are included in this section to delineate the factors to consider competencies within each of the above courses. Course outlines identified as Greensheets further elaborate on competencies specific to the Child Welfare and Attendance Service requirements.
1. Core Knowledge Base and Foundation

CWA Standard 1: Professional Role of Child Welfare and Attendance Provider

The program provides candidates with knowledge and understanding of the history, philosophy, and trends in Child Welfare and Attendance (CWA) Programs, particularly as they relate to the professional role of the CWA Supervisor as a student advocate.

Key Elements of Standard 1

1. Discussion of the role of the CWA supervision at the school district and community level. View of the big picture of guidance delivering systems, including the history and trends related to CWA services.
2. Strategies, methods, and approaches that result in effective advocacy skills for under-achieving youth and families.

Narrative

Candidates are taught to recognize that CWA service provides the skills necessary to address the barriers that block pupil achievement. These barriers may be found within the classroom, school, community, family, or pupils themselves. The focus is on seeing child welfare and attendance as a systems issue. In most cases, attendance concerns are just the “tip of the iceberg,” the symptoms of many systems factors that have become barriers, rather than supporters of pupil achievement and social success.

Dynamics of School and Community Relations and Law and Ethics provide candidates with an overall view of systems and an understanding of the history and need for specialists to serve families whose pupils are underachieving. New changes in school finance have made attendance accounting a critical issue for schools. This awareness has increased the efforts of all systems to meet the needs of underachieving students. In this context, the CWA candidate acquires basic knowledge of the pupil’s right to a free and appropriate public compulsory education. Legal sanctions, responsibilities of personnel, and rights of parents and students are studied. Case studies are provided and candidates apply their understanding of education and other legal codes to real-life cases. Candidates are taught to use a team/consulting approach to advocate for pupil success across all systems involved in each case. Within Theory of Organizational Change, candidates seek to consult with schools to remove barriers to pupil success through school reform, planning, and alternative program development. Ethical principles that call for school reform are also considered.

More advanced knowledge is incorporated in Law and Ethics for Counselors and Theory of Organizational Change. Required and appropriate methods of identification of a program, whether it pertains to academic progress, attendance, delinquency, or addiction or abuse and the referral process are further analyzed in these courses.

Practicum in Multicultural Counseling and Practicum in Child and Substance Abuse combine with field experience to provide each candidate a more specific understanding of strategic intervention related to addiction and abuse problems and the determination of strategic interventions and support
systems needed to rehabilitate and correct pupil behavior. Direct interventions with pupils and parents in regard to attendance, academic progress, delinquency, addiction and/or abuse patterns are made possible through Supervised Experience in Counseling (Child Welfare and Attendance Service).

Faculty complete a Competency Evaluation Checklist after each course of study is completed and the fieldwork supervisor responds both verbally and in writing as to the candidate’s competency in meeting the fieldwork goals designed to meet the CWA authorization requirements.

Competence in program coordination and supervision is confirmed by a fieldwork supervisor and University Supervisor during Supervised Experience in Counseling at two education levels involving a cultural and ethnic population different from that of the candidate.

The **Primary** Course which addresses this standard are

- EDCO 227 Dynamic of School and Community Relations

The **Secondary** Courses which address this standard are

- EDCO 232 Law and Ethics
- EDCO 286 Theory of Organizational Change
- EDCO 292 Supervised Experience in Counseling
CWA Standard 2: Laws Pertaining to Child Welfare and Attendance

Candidates demonstrate knowledge and application of laws related to child welfare and attendance as fund in the California Education Code, California Code of Regulations, Title 5, Welfare & Institutions Code, Penal Code, local and civil ordinances and relevant federal and state laws relating to pupil records, confidentiality, the custody, registration, attendance and education of minors, including suspension, expulsion and due process.

Key Elements of Standard 2

1. The ability to demonstrate understanding and application of laws and processing related to CLOA services. These include student discipline policies, due process, pupil records, confidentiality, custody compulsory school attendance, and child abuse reporting and child and school safety.
2. Characteristics of pupils in need of alternative school and family placements. Knowledge of the systems and programs that provide alternatives to students and families.
3. Approaches to understanding the court and legislative process as it relates to PPSC services. Role-play making a law to improve CWA services and following it through the legislative process.
4. Be able to analyze a school safety plan in terms of monitoring school and district compliance with state mandates.
5. Candidates understand and evaluate the elements of due process as they apply to school discipline policies and procedures including suspension and expulsion.
6. Legal alternatives to regular school attendance are considered as resources for students who are not able to graduate on time, or are expelled but still need to attend school.
7. High School graduation requirements are studied and candidates make plans for students who are not on track to graduate with their class. This may mean taking make up classes or enrolling in alternative programs such as middle college. Attendance requirements are considered in all pupils planning.

Narrative

School safety is a major and growing concern in public schools. In Laws and Ethics for Counselors, federal and state laws and school district policies and procedures must be understood and applied fairly to create a balance of justice. The CWA candidate needs to be prepared to provide sound and up-to-date opinions and advice to all partners in the system of school safety. Advocacy for balanced justice is required as CWA candidates negotiate between the systems of juvenile justice, dependency courts, school discipline procedures, alternative education programs, and community resources related to family and pupil needs. In Dynamics of Community-School Relations candidates learn that the school safety system has its own language and practices. Probation officers, social workers, community agency staff, school administrators, families, and pupils need to be consulted and often facilitated to create the conditions for all students to succeed within a safe school community. Respect for every partner’s history, contributions, and strength is taught as the foundation of creating and applying the laws pertaining to CWA.
In *Laws and Ethics for Counselors* and *Dynamics of Community-School Relations*, laws are analyzed and applied to actual cases that highlight complicated issues concerning school discipline, custody, attendance, reporting requirements, special education, due process, confidentiality, pupil records, and family and pupil rights. The focus is not on coercion as the only remedy to create safety and pupil achievement. Many state laws and school district procedures rely heavily on coercion to compel pupil compliance. These laws are important but are best understood as being the least that can be done to create safe and successful schools. The candidates are challenged to seek and create alliances within the community of concerned partners to improve the systems academic service delivery so fewer pupils fail and alternatives are created to meet pupil needs. In addition to case studies, students are required to visit and investigate the school system and community resources that are designed to provide services to families and pupils with critical needs in the areas of achievement and responsible behavior and performance.

Though out the study of laws and policy, ethical principles are considered and applied to the implementation of the judgments and actions of all participants.

The alternative organizational strategies for pupil service delivery are provided in *Theory of Organizational Change*. The study of computer-assisted systems of attendance and guidance and counseling are provided by *Seminar in Guidance Systems Analysis*.

Advanced practicum and field experience are provided in *Practicum in Child and Substance Abuse* with specific attention to crisis and prevention strategies for dealing with addiction and abuse problems of school-age pupils and adjudicated minors under court jurisdiction and to the strategies for interprofessional linkages in formulating and implementing strategies of prevention and development with the school program. Such methods of prevention include peer counseling, student assistance programs, student study teams, and the school attendance review board.

Competence in laws pertaining to child welfare and attendance is confirmed by a fieldwork supervisor and a university supervisor during *Supervised Experience in Counseling* at CWA fieldwork involving a cultural and ethnic population different from that of the candidate.

The primary course which addresses this standard is

- EDCO 232  Laws and Ethics for Counselors

Secondary Courses which address this standard are

- EDCO 227  Dynamics of Community-School Relations
- EDCO 292  Supervised Experience in Counseling
2. Professional Skills and Training

CWA Standard 3: Program Leadership and Management

Candidates demonstrate skills applicable to leadership and management of child welfare and attendance programs, including the knowledge and understanding to the development of program goals, and management objectives, establishment of communication systems, identification of funding resources, case management procedure and measurement of outcomes.

Key Elements of Standard 3

1. Funding of CWA Services and programs is considered as a major issue in the big picture of guidance services delivery. This funding is examined at the district, State and Federal levels.
2. Research and evaluation methodology ad the use of technology is taught as basic to any sound educational programming. CWA Services and alternative school programs must demonstrate that their outcomes are effective and in compliance with laws.
3. School safety planning is taught to all candidates. Strategies to develop crises team preparedness, safety planning, crisis team coordination and personal safety are reviewed by examination of successful models.
4. Candidates are taught that productive CWA services are team efforts. Value is placed on leaderships and team facilitation. Candidates learn from in class modeling and practice with the student and family success team process.

Narrative

CWA candidates are taught to view themselves as change agents. With so many pupils failing and large numbers of frustrated parents and school staff, the very nature of CWA services becomes creating the conditions for successful change to take place. Change necessitates an organized process and resources that are committed to the task.

Understanding the complexities of change is a major focus of Dynamics of Community-School Relations. Candidates must understand the role of leadership and being an effective team member when working with school administrators, teachers, multiple agencies, and families. The family and student success team process is applied as a dynamic model that examines both the strengths and concerns of any effective action planning. This planning considers all team members’ needs such as funding, evaluation of outcomes, setting priorities, researching information, and determining an action plan and the accountability of every team member. Candidates are taught the model and how it can be adapted to program change as well as to families or individuals.

Facilitating a group effort is an important factor in effective leaderships. Facilitation skills are modeled using a real case and practiced during class in role-play activities. In Seminar in Guidance Systems Analysis candidates are taught to use technology for the research and evaluation of action planning. In the Theory of Organization Change, the essentials of effective teamwork are taught and practiced as the candidates work together on an actual action plan that is coordinated with school and other community members.
Candidates are introduced to models of effective collaborative partnerships through classroom presentations of multi-discipline teams such as SARB, SART, and SST. Case history, modeling, and role playing are used to examine the best practices in collaborative team management. In Law and Ethics for Counselors professional codes are guides wherein group work and planning efforts are taught and applied to actual case experiences.

Competence in program leadership and management is confirmed by a fieldwork supervisor and a university supervisor during Supervised Experience in Counseling at CWA fieldwork involving a cultural and ethnic population different from that of the candidate.

The primary course which addresses this standard is

   EDCO 227  Dynamics of Community-School Relations

Secondary Courses which address this standard are

   EDCO 232-  Law and Ethics for Counselors
   EDCO 286  Theory of Organization Change
   EDCO 292  Supervised Experience in Counseling
CWA Standard 4: Collaboration and Partnerships

Candidates demonstrate knowledge and skills related to developing, utilizing and maintaining inter- and intra-agency collaboration and partnerships with education organizations, juvenile justice courts, law enforcement, general and mental health agencies, probation and children and family services.

Key Elements of Standard 4

1. Team building is taught by having candidate function in teams as they work on real projects related to school safety and resources for “at risk” pupils. Issues such as memoranda of Understanding are explored. Team consensus is used for discussions and planning.

2. Pupil and family support systems are explored through site visits and reports related to actual case studies. Resources within the school system and in the community are investigated and discussed.

3. Health and human services are stressed as being vital partners to the schools. The closer the services to pupils and families the better and on campus services developed whatever possible. Candidates realize that their networking community resources created the trust between service staff and pupils and families.

Narrative

CWA services in school systems mandate that collaboration and partnerships with all related agencies and organizations is fully understood and practiced. It is not possible to make effective plans for pupil success or program development when acting alone. For a CWA candidate, self-interest is shared interest. In Dynamics of Community-School Relations, all the partners needed to create the condition for pupil success are explored. Many partners have a long and successful history of service delivery. Others are new or in the process of being developed. In each case, candidates are taught to view themselves as collaborators and advocates. It is also stressed that the family is an essential member that needs to be represented in any effort taken to improve the conditions of pupils in school or the community. Inter-agency team functioning often needs clear guidelines for effective communication and coordinated effort. This is especially true for the coordination of services during times of crisis.

In Theory of Organization Change, candidates learn that every organization has its own culture and procedures, both written and unwritten. Clear policies and working relations among partners require that their working methods and relationships be written in a Memorandum of Understanding and subjected to legal review for legal and financial issues. Examples of inter-agency agreements and Memoranda of Understanding are provided and discussed in class. Candidates are taught that even an action plan agreement with a pupil or family must be in writing and signed by all parties. Special education planning and 504 plans are examples of such written contracts that enjoy legal status and provide for oversight by the Office of Civil Rights. Inter-agency or the team process should create the synergistic effect that results from committed members working toward a common purpose.

Candidates learn that “Teamwork is the pull that allows common people to achieve uncommon results”. Theory of Organization Change calls for candidates to put their learning from other classes into action in the field and provides for their shared learning based on collaboration and team efforts.
The Seminar in Guidance Systems Analysis teaches candidates that their work must be outcome based in order to be measured productively and used for further program development and improvements.

Competence in collaboration and partnership is confirmed by a fieldwork supervisor and a university supervisor during Supervised Experience in Counseling at CWA fieldwork involving a cultural and ethnic population different from that of the candidate.

The primary course which addresses this standard is

EDCO 286 Theory of Organization Change

Secondary courses which address this standard are

EDCO 227 Dynamics in Community-School Relations
EDCO 232 Law and Ethics for Counselors
EDCO 292 Supervised Experience in Counseling
CWA Standard 5: School Culture and Related Systems

Candidates understand the organizational culture and politics of public school and related systems particularly as they related to the role of student advocate and the professional role of the child welfare and attendance supervisor.

Key Elements of Standard 5

1. Understand of the various advocacy roles of the CWA professional, including student, parent and professional advocacy
2. Understand the school system organization and governance structure and the role CWA plays within the structure
3. Understand the role of professional organizations including national, state and local organizations
4. Understand the strategies for advocating for CWA services and programs

Narrative

Under the guideline of the department mission, candidates are taught that their role and function as change agents and student and family advocates places them in positions that call for a complete understanding of school and school district culture. CWA services involve an important perception of authority within school culture. The services often involve laws and legal mandates that place requirements on pupils, families, and schools. Candidates are taught to understand the legal issues that control and support the work of their community partners. Both Laws and Ethics for Counselors and Dynamics of Community-School Relations provide information, team-focused learning activities, and case studies that are central to understanding the organizational culture and politics of school and community systems.

Laws and Ethics for Counselors teaches the value of belonging to professional organizations and creating local associations with cross professional organizations to combine power in creating strategies for advocating for alternative programs and safe school policies. Candidates are informed that information on joining these organizations are available on the department website.

Candidates study organizational culture in Theory of Organization Change. They are required to develop action plans with school staff and other organization that promote the well being and safety of pupils K-12.

Competence in school cultural and related systems is confirmed by a fieldwork supervisor and university supervisor during Supervised Experience in Counseling at CWA fieldwork involving a cultural and ethnic population different from that of the candidate.

The primary course which addresses this standard is

EDCO 227 Dynamics of Community-School Relations
Secondary courses which address this standard are

EDCO 232  Laws and Ethics for Counselors
EDCO 286  Theory of Organization Change
EDCO 292  Supervised Experience for Counselors
CWA Standard 6: Assessment and Evaluation of Barriers for Underachieving Learners

Candidates demonstrate knowledge and skills pertaining to the assessment and amelioration of barriers to learning such as emotional, familial, educational, institutional, and community related factors, that facilitate an environment for underachievement or school failure. Candidates also demonstrate understanding and ability to apply alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting. Among the various alternatives might include the GED, California High School Proficiency Examination, adult education, employment preparation, continuation schools, opportunity classes, community day centers, County Alternative Education Programs independent study programs, special education programs, pregnant minor programs, parenting programs, Regional Occupational Programs and Centers, charter schools, summer schools and community college.

Key Elements of Standard 6

1. Alternative programs for “at risk” and special needs pupils are researched and visited based on the case study analysis of pupil and family needs.
2. Assessment procedures including test, record reviews, observation, interviews, home visits and applying in step by setup strength based assessment model are discussed and applied.
3. Strategies such as conflict resolution and mediation are modeled and practiced.
4. Best practices are promoted through in service and staff development related to the needs and resources for “at risk” pupils. Examples are school Assistance Programs and drop out prevention and attendance improvement practices.
5. Parental involvement is essential to positive outcomes in CWA services. The perception that the family has strengths to offer is to building the family relationships that are needed to resolve issues of concern. The attitude that we can find successful solution together requires respect for families and commitment to assist them in meeting their needs in practical way.
6. Successful CWA services are practiced in the school, the home and in the community. The services require the authority of district support and the CWA skills to promote and facilitate all the resources in a culturally competent manner.

Narrative

It is essential that candidates gain the assessment and evaluation skills necessary to be effective consultants and facilitators of a collaborative planning process. Every “at risk” student presents a different picture of the family and school adjustment experience. The best assessment includes all of the people most involved in the student’s life. In Dynamic of Community-School Relations, candidates are taught to utilize the Student and Family Success Team model. This model is designed to consider the strengths of everyone involved. Resources, both external and internal to individuals, and programs that may serve student and family needs are valued. It is important that assessment focus on strengths in order to use the combined strengths of all team members to create effective solutions. Candidates are also taught to consider the big picture concerning funding related to programs, district and state rules and regulations, and the well-planned coordination of multi-discipline
teams which are necessary to program management. Effective assessment depends on the collection and analysis of relevant data.

In **Seminar in Guidance Systems Analysis**, candidates are taught how to apply research and evaluation methodology related to planned performance outcomes. Candidates are also taught how the use of technology and information systems is essential to program evaluation. Technology is also important to the leadership role of a CWA. Candidates are taught to create PowerPoint presentations in a clear and professional manner so that all community members might understand the information necessary for program development. Assessment is also necessary at the individual case management level. Candidates are taught to understand the use of academic test scores and functional levels. The medical needs of students are considered as well as environmental and living conditions in order to make effective referral to related resources. The full inclusion of the family is always stressed.

Being sensitive to cultural and racial differences and making home visits that lead to a school and family alliance is taught. An effective method is necessary to both assess needs and develop trusting relationships with the family as important team members in the planning process. Respect for family members and the recognition of their strengths and abilities to contribute to solutions is taught as essential to all counselor and casework services. There are never enough productive resources to meet the needs of “at risk” students and families. In **Theory of Organization Change**, candidates are taught to identify program needs and develop resources through a collaborative process with all parties that have an interest in creating the needed resources to support pupil and family success.

Competence in school, cultural, and related systems is confirmed by a fieldwork supervisor and university supervisor during **Supervised Experience in Counseling** at CWA fieldwork involving a cultural and ethnic population different from that of the candidate.

The **primary** course which addresses this standard is

**EDCO 227** Dynamics of Community-School Relations

**Secondary** courses which address this standard are

- **EDCO 232** Laws and Ethics for Counselors
- **EDCO 286** Theory of Organization Change
- **EDCO 287** Seminar in Guidance Systems Analysis
- **EDCO 293** Practicum in Child and Substance Abuse
- **EDCO 292** Supervised Experience for Counselors
CWA Standard 7  Field Experience of Child Welfare and Attendance Supervisors

In addition to the requirements contained in Title 5, Sections 80631.1, 80632.2 (school counseling), 8063.3 (school social work), or 80632.4 (school psychology), candidates complete a minimum of one hundred fifty (150) clock hours of field experience, under the supervision of a Pupil Personnel services (PPS) Credential holder.

A minimum of 90 clock hours are in a school setting in direct contact with pupils. A minimum of 30 clock hours are in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community based organizations. The remaining their (30) clock hours can be at the discretion of the university supervisor.

Key Elements of Standard 31

1. Complete a broad variety of supervised field experiences related to the use of the California school attendance law
2. Field experience related to parent and pupil rights, regarding education and attendance
3. Field experience related to the assessment of symptoms of poor school attendance and the improvement of attendance patterns
4. Appropriate use of alternatives to regular school attendance
5. Ability to interpret California and federal child labor laws to that the pupils’ parents and school officials may understand for the purpose of complying with existing laws
6. Ability to interpret child custody laws to school personnel, pupils, parents and guardians
7. Ability to form meaningful and helpful relationships with clients and co-workers
8. Use of the referral process, as related to the use of community resources

Narrative

Field experience in Child Welfare Attendance Specialization requires candidates to apply the knowledge that they have learned in the classroom to a real institutional setting. The Counselor Education Department has continued its efforts to improve and intensify the internship/field experience supervision model through increasing the partnerships with schools and community so that there can be more collaboration between the specialist in training, university designated supervisors, district designated site supervisors, and professional advisory consultants.

- A Broad Variety of Supervised Field Experience

Candidates must complete up to four semesters of field experiences – EDCO 292 Supervised Experience in Counseling consists of eight hundred (800) clock hours which include at least two levels for the PPS credential. Four hundred (400) hours are practiced in public schools and two hundred (200) hours are practiced as a Child Welfare Attendance Intern Specialist. Candidates must complete two PPS school counseling fieldwork experiences prior to begin CWA fieldwork.
• **Expectation related to the Standards**

In addition to meeting the requirements for PPS School Counseling Supervised Experience in Counseling, CWA candidates are required to complete: (a) one hundred (100) hours in a school setting in direct contact with pupils; (b) fifty (50) hours in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services, and community based organizations; (c) fifteen (15) hours of site supervision activities; and (d) 15 hours of university supervision activities (See Table 4)

Table 4: Required CWA Hours in Counseling Supervised Experience in Counseling,

<table>
<thead>
<tr>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 hrs</td>
<td>in a school setting in direct contact with pupils</td>
</tr>
<tr>
<td>50 hrs</td>
<td>in interdisciplinary experiences in a setting that is outside the field of education, such as law enforcement, juvenile justice, child health and welfare, mental health, social services, child protective services and community based organizations</td>
</tr>
<tr>
<td>15 hrs</td>
<td>Site supervision</td>
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<tr>
<td>15 hrs</td>
<td>University supervision</td>
</tr>
<tr>
<td>200 hrs</td>
<td>Total hours (Plus PPS school counseling Supervised Experience hrs.)</td>
</tr>
</tbody>
</table>

Candidates must also develop objectives to work in the areas related to

1. Parent and pupil rights regarding education and attendance
2. Assessment of symptoms of poor school attendance and the improvement of attendance patterns
3. Use of alternatives to regular school attendance
4. Interpretation of California and Federal child labor laws to ensure that pupils’ parents and school officials understand and comply with existing laws
5. Interpretation of child custody laws to school personnel, pupils, parents, and guardians
6. Forming meaningful and helpful relationships with clients and co-workers
7. Use of the referral process, as related to the use of community resources

For candidates seeking to be credentialed in CWA, the advisor and the candidate review the levels requirement, the cultural and ethnicity requirement, and the objectives in the above areas and plan for activities to implement the objectives. A Supervised Experience in Counseling Contract is then initiated by the candidate, first with the advisor, second with the prospective field supervisor, and third with the university supervisor who has the responsibility to approve the contract.

Similar to the PPS school counseling fieldwork expectation, candidates are responsible for a signed Supervised Experience in Counseling Contract to be completed by the fourth week of classes with a Site Description Analysis. An individual supervision schedule is developed by each candidate with the campus supervisor and the field site supervisor. Candidates attend group supervision seminars which are scheduled monthly (minimum expectation) with the campus supervisor for a total of four group sessions.
The campus supervisor is responsible for acquainting the field supervisor with the Field Work Competency Evaluation Form to be used at the end of the semester. Also, the campus supervisor will clarify objectives pertinent to levels, requirements, and strategies for accomplishing same, cultural and ethnicity expectations, and group counseling requirements if such are to be included in the particular placement activity.

The expectation and evaluation requirements are the same as the school counseling fieldwork requirements.
CWA Standard 8 Determination of Candidate Competence

Prior to recommending candidates for a School counseling Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisors and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

Key Elements of Standard 31

1. Have effective procedures to track and monitor candidate completion of credential requirements and all competency standards
2. Have a systematic summative assessment of the candidate’s performance by at least one district supervisor and one institutional supervisor
3. The assessment encompasses the skills and knowledge necessary for professional competence and is it based on documented procedures or instruments that are clear, fair, and effective

Narrative

As candidates near the completion of their program, there are a number of checkpoints involved in the exit process. These checkpoints involve the instructors, Admission and Record Office, a credential analyst, the university supervisor, site supervisor, the university advisor, and the department chair. Every effort is made to ensure that a candidate is not found deficient at the final review stage of the program. From initial program admission through frequent progress checks with the university advisor, candidates are informed about the process of moving through the program and counseled if problems develop. If necessary, a remediation plan is developed to assist those candidates who experience difficulty either in their coursework or their fieldwork. Candidates who experience difficulties in completing the remediation plans are advised to re-examine their programs of study for possible self-selection of another career field or, if necessary, may be counseled out of the program. All faculty involved in SJSU Department of Counselor Education have a strong commitment to high standards and the implementation of an early warning system when problems develop.

Procedures to track and monitor candidate completion of credential requirements

Instructors
The competency areas associated with each of the Generic and School Counseling Specialist Standards have been identified according to the courses in which the content or method is taught. The instructor responsible for the particular course evaluation in a semester period completes a Competency Evaluation Checklist for each candidate completing the requirements with performance at a B- or above level in regard to the specific competencies identified.

Fieldwork Supervisor
Upon completing Supervised Experience in Counseling, a Fieldwork Competency Evaluation Form is completed by the fieldwork supervisor, the university supervisor, and the candidate. This evaluation,
in combination with the field supervisor’s and campus supervisor’s summative evaluations specific to the level of placement category (elementary school, middle, or high school or agency) and cultural/ethnic category is used to determine the candidate’s specific competence.

**University Supervisor**
At the completion of their fieldwork, candidates meet with their university supervisor. The university supervisor reviews all fieldwork time logs, fieldwork summaries, the fieldwork site supervisor’s evaluation, and the candidate’s overall performance and determines whether credit will be granted.

**Comprehensive Exam**
Prior to graduation, a comprehensive exam is administered. If the candidate has passed the exam for the PPS credential he/she would not be required to retake the exam.

**Candidate**
Each candidate is responsible for initiating the review process with an advisor in relation to competency evaluations specific to Standards by coursework or evaluated equivalent credit or experience. Each candidate is also responsible for the completion of the Field Work Competency Evaluation Form with field supervisors and campus supervisors. A candidate progress review summary is attached to each candidate’s file so that the candidate and the advisor can determine the status of progress throughout the program of study.

Candidates request that the School Counseling Specialization recommendation be forwarded to activate the Pupil Personnel Services School Counseling Credential process. First, the candidate must review all documents with an advisor. It is the candidate’s responsibility to have all Competency Evaluation Checklists and Field Work Evaluation Forms for two levels of supervision with cultural and ethnic populations different from that of the candidate completed.

**University Advisor**
At the midpoint of the program, candidates are required to meet with their university advisor for a program review and to determine eligibility for the Advanced Candidacy for MA. At this point, the university advisor becomes familiar with the candidate through teaching, supervising, and advising. The advisor completes the candidacy form and recommends the candidate to the department chair and Graduate Studies at the university for continuation of graduate study. At the completion of the candidate’s study, the candidate meets with the university advisor again to review the PPS course worksheet, transcript, comprehensive exam, fieldwork completion, field supervisor’s evaluation, and university supervisor’s evaluation and to approve the PPS course worksheet for recommendation of the candidate for the PPS credential. The worksheet is forwarded to the department chair.

**Department Chair**
The Chair of the Counselor Education Department reviews the file of the candidate and, upon determining that competencies have been met, recommends the candidate for the Pupil Personnel Services School Counseling Specialization Credential. Internship Credential candidates must meet the same competency requirements. A competency clearance signature is then completed by the program director and a request for Credentialing is then forwarded to the College of Education Credentials office. Candidates are responsible for initiating the process with the credentials office for actual filing for the PPSC.

**Procedures for recommendation of candidates for credentials**
After receiving the department chair’s signature, candidates contact their credential analyst to complete their credential application. The credential analyst then reviews the candidate’s program of study to ensure that all credential requirements have been met. If all credential requirements have been met, the credential analyst forwards the application to the CCTC with a recommendation that the candidate be awarded a credential. At the same time, an official letter of completion is provided to the candidate.

### Curriculum Matrix: PPS CWA Coverage by Course

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<tr>
<th>Standards</th>
<th>215</th>
<th>218</th>
<th>219</th>
<th>248</th>
<th>267</th>
<th>266</th>
<th>280</th>
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<th>288</th>
<th>292 Fieldwk</th>
<th>293</th>
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<tbody>
<tr>
<td>1</td>
<td>Professional Role of CWA Provider</td>
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<td>2</td>
<td>Laws Pertaining to CWA</td>
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<td>3</td>
<td>Program Leadership and Management</td>
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<td>4</td>
<td>Collaboration and Partnerships</td>
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<td>5</td>
<td>School Culture and Related Systems</td>
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<td>6</td>
<td>Assessment and Evaluation of Barriers for Underachieving learners</td>
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<td>7</td>
<td>Field Experience of CWA Supervisors</td>
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<td>8</td>
<td>Determination of Candidate Competence</td>
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<td>P</td>
<td>S</td>
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</tbody>
</table>

P = Primary course  
S = Secondary course  
R = Reinforce learning experience
Appendices
Appendix A  Faculty Vita

Tennured and Tenure Track PPSC Faculty

- Lewis Aptekar, Ph.D.  Professor.
- Xiaolu Hu, Ph.D. Professor.
- Andrew Hughey, Ph.D. Professor
- Dolores Mena, Ph.D. Assistant Professor
- Lisa Oliver, Ph.D., Associate Professor
- Caitlin Williams, Ph.D., Assistant Professor

Part-time PPSC Faculty

- Steve Berta, M.A. PPSC
- Marion Beach, Ph.D.
- Lorri Capizzi, M.A.
- Peggy-Jo Davison-Cathay, M.A.
- Patricia Gonzales, M.A. PPSC
- Tom Mraz, Ph.D.
- Shawn Ogimachi, M.A
- Murry Scheckman, M.A.
Lewis Aptekar

Education

- Post-doctoral residency in clinical psychology. Texas Tech University, School of Medicine, 1985-86. (Licensed Psychologist, California #PZ105507
- Ph.D. University of Michigan, Educational Psychology, 1970
- B.S. Wayne State University, Psychology and Special Education

Selected University Teaching Affiliations

- Professor Counselor Education, College of Education, San Jose State University, 1987-current
- Visiting Professor, Dept. of Psychology, University of Zambia, Lusaka, Zambia, 00-01
- Visiting Professor, Univ. of Baroda, Baroda, India, Dept of Human Development, 1998
- Visiting Associate Professor, Addis Ababa University, Department of Psychiatry, and IPSER, Free University of Amsterdam and Department of Psychiatry, 1996-7
- Senior Fulbright Lecturer, Department of Psychology, University of Swaziland, 1995-6
- Visiting Scholar, Institute of African Studies, University of Nairobi, 1994-5
- Visiting Professor, Department of External Relations, Johns Hopkins University, 1993
- Fulbright Scholar, Universidad del Valle, Cali, Colombia, 1983-84 and Universidad de Santo Tomas. Bogota, Colombia.

Selected Publications


**Selected Grants**


- Sun Microsystems Foundation, "Helping Under-represented 1992 Students Make the Transition: The High School Entrance Academy"

- Natural Hazards Research and Applications Information 1989 Center, Quick Response Grants, "Understanding the Mental Health Problems of Children in a Disaster."

- The Kellogg Foundation @ Partners of the Americas, "Training 1987 University Students to Work With Street Children."
PROFESSIONAL VITA

EDUCATIONAL PREPARATION

Ph. D.  Kent State University  1990 Counseling & Human Development Services
M.A.  Kent State University  1986 School Counseling
M.A.  Beijing Normal University  1982 Comparative Education

PROFESSIONAL EXPERIENCES

2001-present  Chair, Department of Counselor Education, SJSU
2000-2001  Chair, Educational Leadership and Development Division, SJSU
1999-present  Professor, College of Education, San Jose State University
1994-1998  Associate Professor, College of Education, San Jose State University
1990-1994  Assistant Professor, College of Education, San Jose State University
1988-1990  Counselor, Adult Student Services, Kent State University
1982-1985  Assistant Professor, Department of Education, Beijing Normal University
1976-1978  Teacher, Beijing City High School No. 216, Beijing, China
1970-1973  Teacher, Yue-Tan Elementary School, Beijing, China

SELECTED PUBLICATIONS

Hu, X. & Toman, S. (1997). Career development and counseling strategies in an age of technology. Sixth International Conference Proceeding, Beijing, China


**Editorial Journals and Books:**


**GRANTS**

2. GEAR UP – A Community Achievement Project, Co-Principal Investigator, U.S. Department of Education, over $14 million funded (for five years), 2008-2014.
4. Professional Educator Faculty Engagement in School-to-Career Grant (third year) from CSU Hayward, $20,000 funded, 2001.
5. Fulbright-Hays Group Project Abroad Program: Cultural and Education Training for Teachers and Counselors in the Silicon Valley, $56,000 funded, 1999.
6. Professional Educator Faculty Engagement in School-to-Career Grant (second year selection) from CSU Hayward, $20,000 granted, 1999.
7. School-to-Career Grant (first year selection) sponsored by CSU Hayward, Counselor Education Program Curriculum Infusion, $20,000 granted.
HUGHEY, ANDREW, PhD.
Professor of Counselor Education
Advanced and graduate Faculty
Appointed 1980

Academic Degrees
Ph.D. Degree University of Pittsburgh, 1973 (Education)
M.Ed. Degree University of Pittsburgh, 1967, (Counselor Education)
B.S. Degree University of Pittsburgh, 1966, (Psychology/Economics)
A.A. Degree University of Pittsburgh, 1964 (Child Development)

Professional Experience
1986-Present San Jose State University, Professor, Counselor Education
1986-2006 SJSU, Graduate Coordinator, Counselor Education Program
1980-1986 SJSU, Dean, School of Applied Arts and Sciences
1979-198- University of Pittsburgh, Special Assistant to the Provost
1978-1979 American Counsel on Education, Fellow in Academic Administration
1975-1978 University of Pittsburgh, Director, Associate Professor, Counselor Ed.
1975-1976 UP, Division of Specialized Education, Director of Field Services
1971-1975 University of Pittsburgh, Center for Curriculum Development, Director,
Teacher Training Research and Evaluation

Other Collegiate Assignments
Field Site coordinator Counselor Education Program
Advisor, Credential and Mater’s Candidates

Current Professional Activities
President, American Society of Group Psychotherapy and Psychodrama
Board Member, National Association for Creative Arts Therapies
Board Member Nominee, International Association of Group Psychotherapy
Editor, The International Journal of Action Methods
President, Associates for Community Action-Action Centered Training Institute

Selected Scholarly Presentations

Selected Scholarly Activities
Senior Editor, Monograph Series. Training Professionals to Anticipate the Challenges of the Future. U.S. Office of Education. Personal contribution to this series in conjunction with Eileen L. Piepgrass, Ph.D. was entitled, “On the Necessity of Training Counselors in Non- Verbal Behavior.”
Research Director, Doctoral and Master’s These, Department of Counselor Education, School of Education, University of Pittsburgh. Taught research courses on doctoral level, and served as Department Research Coordinator.
Chaired numerous doctoral dissertation and master’s thesis in Counselor Education, University of Pittsburgh. Additionally, invited member of committee outside of the department and school (including the School of Health Related Professions, School of Arts and Sciences, Department of Psychology, Department of Speech). At San Jose State University, invited to serve, as a committee member for master’s thesis in the Department of Nutrition and Food Science.

**Selected Professional Activities**

“All Kids are Winners” Hughey, A. R. A self esteem summer program for counselor trainees with elementary children. Conducted at K. R. Smith Elementary School-Evergreen Unified School District, San Jose, CA

“Controlling Your Future: Pulling Your Own Strings” Hughey, Andrew R. A Multicultural Career Counseling Program for counseling trainees with middle school students. To be conducted at Steinbeck Middle School, San Jose Unified School District, San Jose, CA

**Selected Grants**

Area Health Education Center, San Jose, CA. “Early Identification of Future Allied Health Professional.” Research, development and training for the identification and entry of disadvantage student into Allied Health career Valley Foundation. “San Jose State University Health Training Complex at Los Gatos.”

Southwest and Northwest Area Regional Training Counsels and Governor’s Commission on Drug and Alcohol Abuse, Pennsylvania. Research, development and training for counselors of chemical abusers. Provost’s Research Fund, University of Pittsburgh. Development of research programs to study proxemic behavior.

United Mental Health Research Grant, Pittsburgh, PA. Alcohol Abuse: Personality, length and type of abuse, and treatment modality.


Model Cities, Department of Housing and Urban Development. Center for Educational Action The Educational component of Pittsburgh’s Model Cities Program. Pittsburgh, PA

Transforming School Counseling, Grant From DeWitt-Wallace Foundation, PI, 1998


DOLORES D. MENA  
Curriculum Vitae

Department of Counselor Education  
College of Education  
San Jose State University  
One Washington Square  
San Jose CA 95192-0073

Phone: (408) 924-3627  
Fax: (408) 924-4137  
Email: Dolores.Mena@sjsu.edu

EDUCATION
• Ph.D., Developmental Psychology, University of California, Santa Cruz, CA  
  Dissertation: Beyond cultural deficit views of low-income Mexican-descent families: Exploring variation in  
  Mexican-descent high school students’ and parents’ aspirations and expectations, educational involvement  
  practices, and college knowledge  
  August, 2005

• M.A., Developmental Psychology, University of California, Santa Cruz, CA  
  Thesis: Testing the dimming hypothesis: Do Latino parents’ and early adolescents’ goals dim during the  
  transition to junior high school?  
  June 2001

• B.A., Psychology, San Jose State University, San Jose, CA  
  May, 1994

TEACHING EXPERIENCE
Assistant Professor  
Department of Counselor Education, San Jose State University, San Jose, CA  
08/05 – Present

Courses:
• Dynamics of Community-School Relations
• Guidance Systems Analysis
• Lifespan Development Theory
• Research Seminar in Education
• Supervised Experience in Counseling
• Special Studies in Education

WORKSHOPS/INVITED PRESENTATIONS
• SJSU Faculty Presenter, Parent Institute for Quality Education (PIQE) Parent Graduation, Various Bay Area  
  Elementary and Middle Schools within Santa Clara County, CA, November 2007 - Present
• Scholarship Committee Member and Presenter, Dr. Ernesto Galarza Scholarship Symposium, San Jose State  
  University, San Jose, CA, May 10, 2007 and April 25, 2006
• Presenter, Effective strategies to promote advocacy for all students, School Counselor Leadership  
  Conference, Department of Counselor Education, San Jose State University, San Jose, CA, April 20, 2007.
• Presenter, Identifying effective strategies for enhancing the academic writing skills of SJSU College of  
• Invited Participant, SJSU Achieving Greater Expectations Retreat, Asilomar Conference Grounds, Pacific  
  Grove, CA, January 2007 and January 2008
• Presenter, Children’s Fears Workshop, Partners in Reading Adult Literacy Program/Families for Literacy,  
  San Jose Public Library, San Jose, CA, October 25, 2006.
• Attendee, Team-Training Workshop, National Network of Partnership Schools, Leadership Development  
  Conference – Completed a one-day (8 hour) professional development workshop to conduct presentations  
  and Action Team training on school, family, and community partnerships, Baltimore, MD, October 5, 2006.

PROFESSIONAL DEVELOPMENT
• SJSU Connie L. Lurie College of Education English Learner Editorial Staff, Associate Editor, Spring 2008
• Professional Dialogs in Teaching/Peer Partners in Teaching, Participant, Center for Faculty Development, San Jose State University, Spring 2006 and Fall 2007

GRANTS, FELLOWSHIPS, AND AWARDS
• CSU Research Funds Pair Grant, $7,500, 2007-2008
• Learning Productivity Program Implementation Grant, Undergraduate Studies, SJSU, $17,392, Fall 2006
• Learning Productivity Program Planning Grant, Undergraduate Studies, SJSU, $9,342, Spring 2006
• Association for the Study of Higher Education (ASHE)/Lumina Foundation Dissertation Fellowship ($12,500), 2004-2005
• University of California Institute for Mexico and the United States (UC MEXUS) Dissertation Research Grant ($12,000), 2004-2005
• National Science Foundation/American Institutes for Research Graduate Student Mentorship Program Award, 2003-2004
• National Institute of Health (NIH), University of California, Santa Cruz Department of Psychology Training Grant Fellowship, 2001

OTHER RELEVANT WORK EXPERIENCE

University Outreach Intern

Student Outreach and Recruitment Office, San Jose State University, San Jose, CA

Conducted individual, small group, and classroom presentations at elementary schools, middle schools, high schools and community colleges regarding postsecondary education (in English and Spanish); assisted high school students of diverse backgrounds with college admissions, financial aid, and Educational Opportunity Program (EOP) applications; coordinated “Host Days” for perspective college students; performed follow-up for high school senior applicants; assisted with the development and implementation of “Informational Workshops” for students, parents and teachers; assisted in the training of new interns.

College Guidance Consultant

Willow Glen High School, San Jose Unified School District, San Jose, CA

Conducted state-mandated advising to all 10th grade students regarding high school graduation requirements and post-high school options; provided personal and career guidance to all ESL (English as a Second Language) students and their parents; served as the primary resource specialist for Spanish-speaking students and their parents; facilitated college information workshops for students, parents, and school staff; developed, organized, and distributed weekly scholarship bulletins; assisted in planning and organizing scholarship meetings.

SELECTED PUBLICATIONS


**MANUSCRIPTS IN PROGRESS**


Mena, D. D., Azmitia, M., & Cooper, C. R. *Testing the dimming hypothesis: Do low-income and immigrant Latino parents’ and early adolescents’ goals dim during the transition to junior high school?*


Mena, D. D., Mayer, A., Cooper, C. R., & Gándara, P. *Developing academic pathways along the “buen camino”: Latino and European American students in rural and urban schools.*

**SELECTED CONFERENCE PRESENTATIONS**

Mena, D. D., & Karathanos, K. (2009, February). *Enhancing multidisciplinary university faculty members' capacity to support the academic writing skills of ELLs.* Paper to be presented at the National Association for Bilingual Education 38th annual conference, Austin, TX.

Karathanos, K., Brooks, K., & Mena, D.D. (2009, February). *Providing instructional feedback to ELL student writers in the mainstream classroom.* Paper to be presented at the National Association for Bilingual Education 38th annual conference, Austin, TX.


PROFESSIONAL AFFILIATIONS
- American Counseling Association (ACA)
- American Educational Research Association (AERA)
- Association for the Study of Higher Education (ASHE)
- American School Counselors Association (ASCA)
- California School Counselors Association (CSCA)
- California Teachers of English to Speakers of Other Languages (CATESOL)
- Society for Research in Child Development (SRCD)
- Society for Research on Adolescence (SRA)
LISA OLIVER
Counselor Education, College of Education, San Jose State University—loliver@stanford.edu

EDUCATION

Counseling Psychology (APA Accredited)
Ph.D. in 2002, Stanford University, Stanford, CA

Minor: Psychology

TEACHING EXPERIENCE

Associate Professor, San Jose State University, 2008-present

Assistant Professor, San Jose State University 2002-2008

Instructor for Undergraduate Seminar
Led undergraduate weekly tutorial seminars for Comparative Studies in Race and Ethnicity Department and mentored each student individually by providing feedback, support, and guidance on weekly assignments and senior research papers.
Stanford University, Stanford, CA—2000-2001

Co-Instructor for Undergraduate Seminar
Team-taught Sophomore College course: Understanding Racial and Ethnic Identity. This seminar explored African American, American Indian, Hispanic/Latino American, and Asian American racial and ethnic identity development to better understand the influence of social/political and psychological forces in shaping the experience of people of color in the United States. The seminar also addressed issues such as the relative salience of race in relationship to other social identity variables, including gender, class, occupational, generational, and regional identification. In additions, the seminar covered areas such as biracial and multiracial identity status, and types of White racial consciousness. Contributed to the development of the syllabus, instructional design, and experiential encounters.
Stanford University, Stanford, CA—2000

Course Assistant for Graduate Seminar
Contributed to group supervision, programming, and professional development of first-year doctoral students in a year-long seminar: Orientation to Counseling Psychology and Counseling and Health Psychology. Oriented students to mission of counseling psychology, provided support and feedback, supervised students with client caseload, contributed to the design of the seminar, and facilitated group process and discussions.
Stanford University, Stanford, CA—1999-2000

Teaching Assistant and Section Leader for Graduate Course
Section leader and teaching assistant: Counseling Theories and Interventions from a Multicultural Perspective. Designed syllabus that included experiential assignments, community outreach, individual counseling experiences, and written assignments in order to increase self-awareness, foster community, and promote learning about other people and cultures.
Stanford University, Stanford, CA—1999

PROFESSIONAL AFFILIATIONS
American Psychological Association (APA)
APA Division 45: Society for the Psychological Study of Ethnic Minority Issues

PUBLICATIONS


Steven Berta
11689 Empire Grade Road
Santa Cruz, CA  95060
(831) 426-4203

Education:

1989 – 1991 Masters of Arts and Pupil Personnel Services Credential in Counseling and Psychology; Santa Clara, California
1973 – 1974 Standard Teaching Credential; San Jose State University; San Jose, California
1968 – 1970 Bachelor of Arts; Major in Sociology; SJSU; San Jose, California

Training:

1996 Second Language and Literacy Development Workshop; Dr. John Cummins; Ontario Institute for Studies in Education
1995 – 1996 Brain Research and Brain Based Learning Training; Eric Jensen and Marny Sorgen; Turning Pont and Bureau of Education and Research
1994 – 1995 Cultural Sensitivity Training; Carlos Cortex, Ph.D.; University of Redlands
1992 – 1995 Narrative Therapy Training; Dr. Victoria Dickerson; Bay Area Family Therapy Associates
1992 B.I.T. Training for Reality and Control Therapy; Georgellen Hofhine; Life Redirection and Management

Experience:

1997 – Present Manager/Guidance
1994 – 1996 San Jose Unified School District; San Jose, California
1993 Presenter at the Nation Drop-out Prevention Conference; Atlanta, George
1991 – 1995 Adjunct Professor, Counseling Psychology Department, University of Santa Clara; Santa Clara, California
1990 – Present Student Study Team Trainer, Department of Education; State of California
1990 – 1992 Program Director, Movement Exploration Program for Student Teachers; San Jose Unified School District; San Jose, California
1989 – Present Student Study Team Trainer, San Jose Unified School District, San Jose, California
1988 – 1994 SB65 Consultant; Drop-out Prevention Counselor, San Jose Unified School District; San Jose, California
  • Coordinated services from state categorical funding sources
  • Through the Student Study Team, identified and developed a program to meet the needs of students who are unsuccessful in the school setting
  • Provided supplementary and auxiliary services to meet the needs of educationally disadvantaged students, gifted and talented students, students with special needs, Limited English Proficient students, and Student At-Risk
• Developed an ongoing evaluation process that determines if the educational programs at the school are effective
• Developed and implemented a Drop-out prevention Program
• Implemented and coordinated a guidance plan for students to grow in social and emotional areas through individual and group counseling
• Provided staff development in the area of effective education and the needs of At-Risk students
• Provided consultation for staff and parents

1986 – 1989 Mentor Teacher, San Jose Unified School District; San Jose, California
1983 –1988 Board of Directors; Santa Cruz Special Olympics; Santa Cruz, California
• Developed and organized fundraising activities of Special Olympics
• Developed and implemented yearly Special Olympics Program
1982 – 1988 Volunteer Training Coordinator; Santa Cruz Special Olympics; Santa Cruz, California
• Developed and implemented programs to train new volunteers

1981 – Present Volleyball Program Director, Cabrillo Court House; Aptos, California
• Developed and organized volleyball program
• Implemented and instructed volleyball clinics for adults
• Directed and organized volleyball tournaments

1974 – 1989 Elementary teacher K-6; San Jose Unified School District; San Jose, California
• Developed and implemented curriculum for the classroom
• Coordinated, managed, and evaluated students education needs on a daily basis

1970 – 1973 Probation Officer; Santa Clara County; Santa Clara, CA
• Developed and coordinated individual juvenile guidance programs, ages 15-18
• Coordinated program and community resources for individuals
• Provided individual, group and family counseling services

Certificates and Credentials:
1994 LDS Certificate
1992 Certificate for Reality and Control Therapy
1989 Pupil Personnel Service Credential
1985 Special Olympics Training Coordinator Certificate
1974 Standard Teaching Credential
Curriculum Vita Summary

Peggy Jo Davidson-Cathey

Education

2002-03  Doctoral Candidate (in progress), University of the Pacific, Counseling Psychology

1994  M.A. Education – (Counseling and Pupil Personnel Services) San Jose State University, Counselor Education

1990  B.A. Psychology and B.A. Sociology, University of New Mexico, Albuquerque

Professional Education

2001-present  Lecturer, (Full-time) Counselor Education, San Jose State University

2001-present  Psychologist Intern California Youth Authority, Stockton, CA

2000  Lecturer, (Part-time) Counselor Education, San Jose State University

2000-Spring  Clinic Intern, Counseling Psychology, University of the Pacific, Stockton

1998-1999  Co-Instructor, Counselor Education, San Jose State University

1998-2000  Senior Group Counselor and Anger Management Instructor, Santa Clara County Probation Department

1989-1990  Graduate Student Instructor, Department of Sociology, University of New Mexico

Courses Taught at SJSU

- EDCO 286  Organizational Theory and Practice
- EDCO 292  Counseling Student Supervision
- EDCO 289  Managing Children with Aggressive Behavior Violence Prevention in Schools
- EDCO 283  Educational Assessment for Counselors
- EDCO 267  Career Counseling Assessment-Practicum

Research Interests

- The use of Psychosocial educational intervention to meet the needs of high-risk Children and Minority children
- Adolescent aggressive behavior in school, community an forensic settings
- The effects of mental health interventions with high risk adolescents
- Domestic Violence and the adverse effects on the development of child/adolescent

Scholarship
• The Effects of Domestic Violence on the Child, Conference Southern Christian Leadership, Bakersfield, May 2002
• Development of assessment tool for the evaluation of adolescents who participate in Abandonment/Wounded Child groups at the California Youth Authority in Stockton, CA. June 2002
• Development of Journal for Abandoned/Wounded Child Groups (in progress) May 2001

Publications & Distinctions

• Certificate of Appreciation – Instruction and Leadership, Counselor Education, San Jose State University.

• Cum Laude Honors Graduate – Outstanding Achievement, University. Of New Mexico (1990)

University Service

• College of Education Research and Scholarship Committee, SJSU
• Faculty mentor program, San Jose State University

Professional Association Memberships

• America Counseling Association
• America Psychological Association
• California Faculty Association
SHAWN OGIMACHI
503 Treethan Avenue
Santa Cruz, CA  95062

QUALIFICATIONS:

• 12 years of progressively responsible and varied counseling and administrative positions in higher education
• Demonstrated record of accomplishment with diverse ethnic communities and organizations
• Strong instructional and presentation skill, ability to make people learn easily and quickly
• Ability to conceptualize, implement, and evaluate programs

EXPERIENCE:

CAREER ADVISOR, Career Center, UC Santa Cruz (1996-present)

• Provide individual and group career counseling to undergraduate and graduate students.
• Teach and develop workshops on resume and cover letters, interviewing, graduate and professional school, career assessment, and public speaking.
• Design and conduct career events for alumni, undergraduate and perspective students, academic departments, and area schools.
• Liaison to ethnic student organizations.
• Administer and interpret assessment instruments.

ADMINISTRATIVE ANALYST, Educational Opportunity Programs, UC Santa Cruz (1994-1996)

• Oversee data management, collection, and analysis for multi-faceted student services program.
• Create and write reports and studies pertaining to outreach and retention efforts.
• Develop curriculum, train staff, and coordinate computer literacy courses for low income and ethnic minority students participating in Summer Bridge.
• Instructed counseling sections and advised students for the Summer Bridge Program.

IMMEDIATE OUTREACH COORDINATOR, Student Affirmative Action and Educational Opportunity Programs, UC Santa Cruz (1990-1994)

• Coordinated for the planning and implementation of a targeted recruitment and yield plan for ethnic minority and low-income enrollment at UCSC.
• Supervise professional staff, manage and plan the outreach budget, chair the program’s admission committee.
• Design data collection and analysis, publications, and outreach correspondence.
• Coordinate the processing, award, and notification of ethnic minority and low-income applicants with campus units and ethnic student organizations.

ADMISSIONS COUNSELOR, Office of Admissions, UC Santa Cruz (1885-1990)

• Counsel and advise perspective high school and California community college students on curriculum for admissions requirements, general education requirements, and major requirements.
• Coordinate the UC Santa Cruz Alumni book award program, special events, counselor conferences, targeted recruitment and campus tours.
• Represent University of California and UC Santa Cruz through presentations at high schools, community colleges and conferences.
• Conduct counselor conferences for high school and community college counselors.
• Develop and implement targeted outreach for ethnic minority students.

COUNSELOR, Educational Opportunity Program/Special Services, Humbolt State University (1983-1985)

• Provide personal, academic, financial, career, and graduation counseling for low income and ethnic minority students.
• Develop and teach sections of a college seminar course.
• Supervise and coordinate the EOP peer counselor program.
• Staff Advisor for the Humbolt State Asian Student Union.

RESIDENT PRECEPTOR, Merrill College, UC Santa Cruz (1987-1990)

• Plan and conduct residential activities and workshops.
• Supervise, train and evaluate student Resident Advisors. Maintain an “open-door” policy with residents, using counseling skills to discuss personal issues, cultural issues, roommate conflicts, etc.

GUIDANCE COUNSELOR, California Student Opportunity and Access Program (Cal SOAP)/UC San Diego Educational Opportunity Program (1981-1983)

• College and financial aid counselor to low income and ethnic minority students at high school sites in the San Diego Unified School District.
• Conduct admissions application and financial aid workshops for students and parents.
• Presentations to students, parents, and school staff to promote post-secondary education in low-income communities of San Diego.

EDUCATION:

MA in Educational Counseling
San Jose State University, December 1998

BA in Sociology
Minors in Scientific Perspective and Political Science
University of California, San Diego- Warren College

PROFESSIONAL ORGANIZATIONS:

Third World Counselors Association
Asian Pacific Americans in Higher Education
CAUSE- the association for managing and using information resources in higher education
Western Association of Colleges and Employers
American Counseling Association
Appendix B  Program Flow Chart
Appendix C  PPSC Course Worksheet
San Jose State University
College of Education
Department of Counselor Education

Student’s Name: _______________________ Home Phone#: _______________________ 
Social Security No.: _______-______-_______ Work Phone #: _____________________
Address: ______________________________ Student’s Signature: _________________
______________________________________ Email: __________________

*Date Pass Comprehensive Exam: ______________

Worksheet for Pupil Personnel Services Credential
_____ School Counseling Specialization (802)
_____ Pupil Personnel Services Internship Credential (802)
_____ Child Welfare & Attendance Specialization (801)

<table>
<thead>
<tr>
<th>School Counseling Specialization</th>
<th>Completed Courses</th>
<th>Sem. Hours</th>
<th>Grade</th>
<th>Date</th>
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<tr>
<td>EDCO 215 Intro to Counseling &amp; Guidance</td>
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<tr>
<td>EDCO 218 Practicum in Guidance I</td>
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<tr>
<td>EDCO 219 Practicum in Guidance II</td>
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<tr>
<td>EDCO 227 Dynamics of Community-School Relations</td>
<td>3.0</td>
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<tr>
<td>EDCO 232 Law &amp; Ethics for Counselors</td>
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<tr>
<td>EDCO 244G Seminar in Cultural Perspectives in Counseling</td>
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<tr>
<td>EDCO 248 Dynamics of Behavior &amp; Development</td>
<td>3.0</td>
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<tr>
<td>EDCO 282 Educational Assessment for Counselors</td>
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<tr>
<th>Advanced Professional Development Requirements</th>
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<tr>
<td>EDCO 266 Education &amp; Career Planning Theory &amp; Practice</td>
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<tr>
<td>EDCO 267 Practicum in Life-Span and Career Development</td>
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<td>EDCO 279 Advanced Group Process Theory &amp; Development</td>
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<td>EDCO 280 Practicum in Multicultural Counseling</td>
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<tr>
<td>EDCO 283 Advanced Education Assessment</td>
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<tr>
<td>EDCO 286 Theory of Organization Change</td>
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<tr>
<td>EDCO 287 Seminar in Guidance Systems Analysis</td>
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<tr>
<td>EDCO 288 Seminar in Counseling Theory &amp; Practice</td>
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<tr>
<td>EDCO 292 Supervised Experience in Counseling \ 600</td>
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<tr>
<td>EDCO 292 Supervised Experience in Counseling \ Clock hours</td>
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<tr>
<td>EDCO 292 Supervised Experience in Counseling \ Required</td>
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<tr>
<th>Child Welfare Attendance Specialization</th>
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<tr>
<td>EDCO 293 Practicum in Child &amp; Substance Abuse</td>
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<td>EDCO 292 Supervised Experience in Counseling \ Clock Hrs req’d</td>
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<tr>
<th>EDCO PPS &amp; Child Welfare and Attendance Field Supervision Record</th>
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<tr>
<td>Semester</td>
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<td>Level A</td>
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<td>Level B</td>
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<td>EDCO 267</td>
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<td>EDCO 280</td>
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<tr>
<td>EDCO 293</td>
</tr>
<tr>
<td>Total Hours</td>
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</tbody>
</table>

Advisor’s Signature ______________________ Program Director’s Signature ______________________
Please review reverse side of this worksheet

* Students entering the PPS credential program Fall 2001 must take the Comprehensive Exam before they apply for their credential

Reasons for Denial of Pupil Personnel Services Credential

If you are going to apply for a Pupil Personnel Services Credential, it is essential that you know beforehand reasons for denial of credential. These are provided for your information from the Education Code, 1973, Sections 12901-20085, Volume Two, page 780:

Denial of Application

13174. The commission may deny any application for the issuance of a credential or for the renewal of credential made by any applicant who:

   (a) Lacks the qualifications which are prescribed by law or regulations adopted by the commission pursuant thereto.

   (b) Is physically so disabled as to be rendered unfit to perform the duties authorized by the credential for which he applies.

   (c) Is addicted to the use of intoxicating beverages to excess.

   (d) Is addicted to the use of narcotics or habit-forming drugs.

   (e) Has committed any act involving moral turpitude.

   (f) Has had a certification document revoked.

   (g) Has intentionally practiced or attempted to practice any material deception or fraud in his application.

   (h) Fails or refuses to furnish reasonable evidence of identification or good moral character.

   (i) Has been convicted of any offense defined in subdivision 1 of Section 314 of the Penal Code prior to September 7, 1955. (Repealed and aided by Stats. 1970, Ch 557.)

(Revised 05/15/04)
Appendix D  Graduate Follow Up Survey
Follow-up Survey  
Department of Counselor Education, San Jose State University

Please take a moment to complete anonymously this survey and return it in the envelope provided. Your cooperation will help us improve the Program!

When did you complete the Program? (e.g., May 2001) __________________________________________

Instructions: Rate the courses you took with a check. Please mark your check clearly in the box.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Take</th>
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<tbody>
<tr>
<td>EDCO 215</td>
<td>Intro to Counseling and Guidance</td>
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<tr>
<td>EDCO 218</td>
<td>Practicum in Guidance I</td>
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<tr>
<td>EDCO 219</td>
<td>Practicum in Guidance II</td>
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<tr>
<td>EDCO 227</td>
<td>Dynamics of Community-School Relations</td>
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<tr>
<td>EDCO 232</td>
<td>Laws and Ethics for Counselors</td>
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<tr>
<td>EDCO 244G</td>
<td>Seminar in Cultural Perspectives</td>
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<td>EDCO 248</td>
<td>Dynamics of Behavior and Development</td>
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<tr>
<td>EDCO 266</td>
<td>Education and Career Planning</td>
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<td>EDCO 267</td>
<td>Practicum: Life-Span Career Development</td>
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<td>EDCO 268</td>
<td>Life-Span Development Theory</td>
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<td>EDCO 279</td>
<td>Advanced Group Process Theory &amp; Practice</td>
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<td>EDCO 280</td>
<td>Practicum in Multicultural Counseling</td>
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<td>EDCO 282</td>
<td>Educational Assessment for Counselors</td>
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<td>EDCO 283</td>
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<td>EDCO 286</td>
<td>Theory of Organization Change</td>
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<td>EDCO 287</td>
<td>Seminar in Guidance Systems Analysis</td>
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<td>EDCO 288</td>
<td>Seminar in Counseling Theory &amp; Practice</td>
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<tr>
<td>EDCO 292</td>
<td>Supervised Experience in Counseling</td>
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</tbody>
</table>
EDCO 293  Practicum in Child and Substance Abuse

**This section asks you to rate the advisement and admission procedures of the Program. If you can’t remember how you felt about one of these aspects, check the “No judgment” box.**

<table>
<thead>
<tr>
<th>No</th>
<th>Judgment</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Overall, how would you rate the printed application information you received when you first contacted and applied to the Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ □ □ □ □</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall, how would you rate the advisement you received while you were in the Program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ □ □ □ □</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall, how would you rate the quality of the university supervision you received during your field work (EDCO 292)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ □ □ □ □</td>
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</tbody>
</table>

**Use this space to comment on the strengths and weakness of the Program. Please tell us anything you think might improve the program.**

Please return this completed form in the envelope provided or to Department of Counselor Education, College of Education, San Jose State University, and San Jose, CA, 95192-0073.
Appendix E

Application for Admission to the PPS Internship Program
San Jose State University
College of Education
Department of Counselor Education

Application for School Counseling Internship Credential Program

Name: ___________________________________ (Last) ________ (First) ________ (MI) ________ (SSN)

Address: __________________________________________________________

Telephone: __________________________________________________________

(Signature) (Date)

Superintendent or Designee:

Field-Site School Administrator:

District Supervisor:

School Union Representative:

Intern Counselor

University Advisor:

Counselor Ed. Prerequisite Courses
(or equivalent experience) Date Completed Date to be Completed Grade

EDCO ___________________________________ _______ _______ _______ _______
EDCO ___________________________________ _______ _______ _______ _______
EDCO ___________________________________ _______ _______ _______ _______
EDCO ___________________________________ _______ _______ _______ _______

Total units need to complete: __________ Date to be completed: __________

Internship Counselor is required to register EDCO 292 every semester while in the program.

Revised: 3/5/2002
Appendix F  Field Work Experience Handbook
Supervised Experience in Counseling Handbook

For M.A. and PPS credential candidates in

San Jose State University
College of Education
Department of Counselor Education
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INTRODUCTION

Fieldwork is a post-Practicum experience, which provides an actual on-the-job experience, and as such is of vital importance to the advanced student of counselor education. EDCO 292 Supervised Experience in Counseling provides opportunities for counseling internship experience. Students enrolled in this class will work in schools, colleges, or agencies to directly counsel individuals and groups. The main goal of this course is the integration and application of knowledge and skills gained in didactic study. This handbook introduces you to EDCO 292: Supervised Experience in Counseling. It includes information to assist you in your planning and completion of the field-work/internship requirements for your M.A. and/or Pupil Personnel Services Credential (PPS).

Sections in this book include general requirements on:
- how to find a field setting
- number of hours required at the site
- supervision requirements
- how to complete the necessary forms.

The forms for this course are:
- Course Contract Form
- Field Site Description Form
- Weekly Counseling Activity Record Form
- Field Experience Summary Form, and
- Site Supervisor Evaluation Forms.

GOALS AND OBJECTIVES

Goals:
The course provides opportunities for supervised field experience in guidance and counseling. Students use Department approved placement sites or they may secure placements based on their own contact (Department approval required) with schools or other agency organizations (public or private) as appropriate for their career objectives. The course is an internship experience. Students integrate their knowledge and apply their skills in a challenging, concrete and hands-on environment.

Course Objectives:
1. Fieldwork activities include all possible activities that a regularly employed staff member would perform (unless precluded by law). In this setting, we expect the student to act and be treated as a professional.
2. Complete and document in writing a minimum of 200 clock hours on the-job (an average of 13 hours per week) for each three hours of unit credit.
3. Supervision provided cooperatively and jointly by qualified staff in both the fieldwork setting and the course work in the university setting. (In-service education in supervision by Counselor Education Program faculty is available to field-work staff upon request.)
4. The working relationship of fieldwork staff and university faculty members includes the conjoint development of objectives for the fieldwork student. Write the objectives on the Course Contract Form with appropriate signatures.
5. For those students who have no prior work experience in their chosen setting or activity, intensified or expanded fieldwork should be provided.
PREREQUISITES FOR THE COURSE

Prerequisites for MA Supervised Experience are different from these for PPS.

For MA degree, candidate should:

- Complete the core courses of the M.A. or PPS program prior to an internship.
- Obtain an approval from a program advisor on your field site.
- Has appropriate insurance coverage;

For PPS Credential, candidates should

- Has a Certificate of Clearance;
- Has taken CBEST;
- Has completed EDCO 215 Introduction to Counseling and Guidance;
- Has completed one of the following: EDCO 227 Dynamic School and Community Relationship or EDCO 218 Practicum: Guidance I or EDCO 219 Practicum: Guidance II;
- The field supervisor has a valid PPSC;
- Has appropriate insurance coverage;
- The level(s) of the placement is/are according to the objectives to be attained during the semester;
- The culture and ethnicity of the pupils to be served include at least one that is different from that of the candidate and
- The group counseling objectives (contract hours) will be met in the placement.

It’s beneficial to discuss your plan for field experiences with your department advisor.

FINDING A FIELD SETTING

There are several ways to find a field setting for an internship. Many students start networking once enrolled into Department of Counselor Education. Through their network they often locate an opportunity for an internship. The EDCO Program maintains a list of field sites. You may use this list as a resource or find alternative sites of your own with the university supervisor's approval. If you have difficulty finding a field setting, the university advisor will help you to secure an institution. The semester prior to enrolling in the course, contact the field site for an interview. Some sites have a formal selection process while others are more informal. It is a good idea to be familiar with the information in this handbook prior to your interview.

Requirements for a Suitable Field Setting

An ideal field setting should provide you experience as follows:

- Fieldwork activity includes all possible activities that a regularly employed staff member would perform (unless precluded by law). In this setting the student will act and be treated professionally.
Fieldwork includes goals and objectives that promote the student's growth and development, skills of individual counseling, group work, consultation services, assessment, and ability working with diversity populations.

For the PPS credential objective, the school setting must provide you a qualified supervisor who holds a PPS credential.

For PPS candidate, you can use the following table as a check list to assess if the school setting will meet Supervised Experience expectation.

### Table 1: Requirement Check List for EDCO 292 Supervised Experience in Counseling

<table>
<thead>
<tr>
<th>Pre-Requisite</th>
<th>Has a Certificate of Clearance;</th>
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<tbody>
<tr>
<td></td>
<td>Has taken CBEST;</td>
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<tr>
<td></td>
<td>Has EDCO 215 Introduction to Counseling and Guidance</td>
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<tr>
<td></td>
<td>Has EDCO 227 Dynamic School and Community Relationship</td>
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<tr>
<td></td>
<td>Has EDCO 218 Practicum: Guidance I or EDCO 219 Guidance II</td>
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<td></td>
<td>Has appropriate insurance coverage</td>
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<tr>
<td></td>
<td>Has appropriate level(s) of the placement plan and site description (two sch. level)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select a School</th>
<th>Has a supervisor who held a valid PPSC;</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Has diverse culture and ethnicity of the pupils to be served</td>
</tr>
<tr>
<td></td>
<td>Provides individual and group counseling opportunity</td>
</tr>
<tr>
<td></td>
<td>Provides opportunity for observing counseling and teaching</td>
</tr>
<tr>
<td></td>
<td>Provides opportunity to work on student achievement issues</td>
</tr>
<tr>
<td></td>
<td>Provides opportunity to understand and use of a variety of school resources</td>
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<tr>
<td></td>
<td>Provides opportunity for supervision (minimum one hour per week)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Site Supervisor</th>
<th>Meets with candidate once a week for one hour</th>
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<tbody>
<tr>
<td></td>
<td>Works with candidate on the Supervised Experience Plan</td>
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<tr>
<td></td>
<td>Provides candidate feedback</td>
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<tr>
<td></td>
<td>Provides candidate final evaluation</td>
</tr>
</tbody>
</table>

**DEVELOPING YOUR GOALS AND OBJECTIVES**

Students will develop a conjoint working relationship to develop the goals and objectives that you want to achieve through your filed practice.

**For example:**

**Goal:** To gain professional experience in the area of career guidance and individual counseling.

**Objective 1:** To enhance group counseling skills by conducting workshops and working with groups.

**Related Activities:**

a. Observing and co-leading a group of the students interested in non-traditional careers.
b. Provide workshops on self-assessment and job searching on the Internet.

**Objective 2:** To obtain advocate counseling skills

**Related Activities:**
a. Identify at-risk student in school achievement  
b. Develop a plan for these students with the principal, the parents and the teachers.  
c. Provide individual counseling

**HOURS AND LEVEL OF EXPERIENCE REQUIREMENTS**

You will complete and document in writing a minimum of 200 clock hours on the-job (an average of 13 hours per week) for each three units credit. Some sites are on a different schedule than SJSU (e.g., K-12 grade schools that complete their year in mid June) and may expect you to continue in the field assignment until they finish. The 200 hours includes the time you spend at the internship setting as well as your preparation.  
Students pursuing the Pupil Personnel Services Credential [PPS] must complete 600 clock hours of experience that includes the following:

- A minimum of 400 clock hours in a K-12 school setting in direct contact with pupils;
- A minimum of 200 clock hours in each of two out of three school levels, that is, elementary, middle, & high school;
- A minimum of 100 clock hours with at least ten pupils (individually or in a group) of a racial/ethnic background different from your own; and
- A minimum of 25 clock hours in group counseling and guidance activities in a school setting.

You may complete up to 200 clock hours in a setting other than a school if you work with school age [K-12] youth and supervised by a person with a PPS Credential.

**COURSE REQUIREMENTS**

1. Students are required to attend the scheduled class sessions announced by your university supervisor.
2. Students complete the fieldwork contract with specific goals, objectives, and activities; jointly developed and written on the provided Course Contract Form. The form requires an agreement, by signature from a) Fieldwork student, b) Fieldwork supervisor, and C) University supervisor. Implementation of this plan requires clearances and permissions from authorities at the fieldwork site as well as SJSU.
3. Students need to have appropriate insurance coverage. Becoming a student member of a professional organization like the California Association for Counseling and Development (CACD) or the American Counseling Association (ACA) allows you to purchase this insurance. Turn in proof of insurance to your university supervisor along with your Course Contract Form before you provide any direct counseling service.
4. Turn in a written description of the fieldwork site, its features and services on the Field Site Description and Analysis Form.
5. At the end of the semester, turn a weekly record of hours and counseling activities recorded on the Fieldwork Counseling Record Form.
7. At the end of the semester, turn in the site supervisor's evaluation of your fieldwork performance using the Fieldwork Supervisor Evaluation Form.
8. At the end of the semester, turn in a summary of your fieldwork experience using the Fieldwork Summary Form.
SUPERVISION REQUIREMENTS

An experienced professional at the site and a university faculty member will supervise this field experience. Both supervisors assist student in the joint development of objectives for the field experience. If you are pursuing the PPS Credential, the site supervisor must be a qualified person with a PPS Credential approved by both the school district administration and the EDCO Program. Both supervisors will provide you with ongoing feedback throughout the experience. The field supervisor will complete a written evaluation at the end of the course. The university supervisor will grade you credit, no credit or incomplete.

EVALUATION

The field work experience is a credit no credit course. To receive a credit for the course, you must demonstrate satisfactory completion of the following:

- The objectives as outlined on the Course Contract Form;
- Course Contract Form,
- Proof of insurance,
- The Site Description and Analysis Form,
- Field-work Counseling Record Form
- Field-work Experience Summary Form; and
- Fieldwork Supervisor Evaluation Form.

COURSE SCHEDULE

At the beginning of the semester:

- Attendance at scheduled class to go over contracts and forms with your university supervisor on second Friday of semester at SJSU; IRC 306 4:00 p.m.
- Course Contract Form completed and signed by fifth Friday of semester
- Proof of insurance must be turned in by fifth Friday of semester
- Site description analysis form due fifth Friday of semester

Please provide us a map showing how to get to your intern institution from SJSU.

At the end of the semester:

- Field-Work counseling Record Form due by the firs Friday of the last month
- Field-Work Supervisor Evaluation Form, due by the first Friday of the last month
- Field-Work Experience Summary Form due by the first Friday of the last month

FORMS

There are several forms used in this course. Completion of these forms is part of the course requirements and it is your responsibility to complete and return them to your University supervisor based on the scheduled deadlines.
Two Forms Due at the beginning of the Semester

The deadline for the following forms is the **fifth Friday** of the semester.

1. **The Course Contract Form**
   Use this form to jointly establish specific goals, objectives and activities with your site and University supervisors. The form requires an agreement, by signature, from 1) Fieldwork student, 2) Field site supervisor, and 3) University supervisor. Implementation of this plan requires clearances and permissions from authorities at the fieldwork site as well as SJSU. You should return the signed form to your University supervisor by the end of the fourth week of the semester.

2. **The Field Site Description Form**
   Use this form to provide a written description of the fieldwork site including its features and services. Return the signed form to your University supervisor by the end of the fourth week of the semester.

Three Forms Due at the End of the Semester

The deadline for the following forms is the **second Friday** of May (for Spring semester) or **second Friday** of December (for Fall semester)

1. **The Weekly Counseling Activity Record Form**
   Use this form to keep a weekly record of hours and counseling activities. Return it to your University supervisor at the end of the semester.

2. **The Field Experience Summary Form**
   Use this form to summarize your overall fieldwork experience. Return it to your University supervisor at the end of the semester.

3. **The Site Supervisors' Evaluation Forms (M.A. & PPS)**
   There are two evaluation forms used for the final evaluation of your performance in the EDCO 292: Supervised Experience in Counseling. One is for M.A. candidates and the other one is for PPS credential candidates. Provide a copy for your site supervisor at the beginning of the term and be sure to use it as a guide for supervision. Return the completed form to your University supervisor at the end of the semester.

   The Site Supervisors' Evaluation Forms (M.A.)
   The Site Supervisors' Evaluation Forms (PPS)

### PROFESSIONAL ASSOCIATION AFFILIATION

There are several professional associations you may consider to be a member. As a member of these associations you will receive the newspaper, journals, magazines and/or newsletter. These organizations will keep you informed with the most recent legislative change, national or state reform, best practices and models in counseling profession, and national and state conferences. The following organizations are our recommendations for you to consider:
PROFESSIONAL LIABILITY INSURANCE

As a student in the Counselor Education Program, you have chosen to enter a profession which may involve interaction with people in sensitive, emotionally charged circumstances that may lead to an expensive law suit even when allegations are unjustified. To financially protect you from this experience, we require that you have some sort of professional liability insurance while enrolled in EDCO 292.

If you are employed by the setting in which you are doing your fieldwork, you may be covered by their liability insurance. Ask the appropriate office to verify your coverage in writing and provide a copy for the EDCO Program.

If you do not already have professional liability insurance, you may purchase it by becoming a student member of a professional association such as the American Counseling Association (ACA) or the California Association for Counseling and Development (CACD). Links to both associations are provided below. Provide verification of your insurance enrollment for the EDCO Program.

ACA Membership
To obtain professional liability insurance you need to be a member of a professional organization. The American Counseling Association is a national counseling organization. You can apply to be a student member. As a member you will receive the newspaper and the magazine Journal of Counseling and Development. For a membership application, write to: ACA Membership, 5999 Stevenson Ave., Alexandria VA 22304-3300; or phone: 800-347-6647, or on the internet go to www.aca.com.

ACA Insurance
ACA Professional Liability Insurance is provided by the ACA Insurance Trust Inc., and may be contacted at 5999 Stevenson Ave., Alexandria VA 22304-3300; Phone: 800-347-6647, or www.acait.com. Be sure to obtain the insurance application form at the same time you request the membership form. They are separate applications.

CACD Membership
The California Association for Counseling and Development is a branch of ACA at the state level. Therefore, it is a state counseling organization. As a student member you will receive its newsletter and CACD Journal.

CACD Insurance:
CACD Professional Liability Insurance provides Occurrence Coverage for students. As a student member you have three options to receive liability limits 1,000,000 each incident with 3,000,000 aggregate for $12.00.
Appendix H

Generic Core Standard Course Syllabi

(Course Name list)

EDCO 215  Introduction to Counseling and Guidance
EDCO 218  Practicum in Guidance I
EDCO 219  Practicum in Guidance II
EDCO 227  Dynamics of Community/School Relations
EDCO 232  Law and Ethics for Counselors
EDCO 244G Seminar in Cultural Perspectives in Counseling
EDCO 248  Dynamics of Behavior and Development
EDCO 282  Educational Assessment for Counselors
EDCO 287  Guidance System Analyses

Advanced Professional Development Course Syllabi

1. Didactic Courses

EDCO 266  Education and Career Planning
EDCO 286  Theory of Organization Change
EDCO 288  Counseling Theories and Practice
EDCO 283  Advanced Educational Assessment
EDCO 244g Cultural Perspectives in Counseling

2. Practicum Courses

EDCO 267  Practicum in Life-Span Career Development
EDCO 280  Practicum in Multicultural Counseling
EDCO 293  Practicum in Child and substance Abuse
San Jose State University
Counselor Education Department

EDCO 215 Introduction to Counseling & Guidance

**College of Education Mission:** The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

**Department of Counselor Education PPSC Program Mission:** The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

**COURSE DESCRIPTION:**

EDCO 215 Introduction to Counseling and Guidance provides an introduction to the theories, concepts, skills, procedures and competencies of counseling and guidance. It is also an orientation to PPS School Counseling and Child Welfare Attendance programs. Students are exposed to their future profession. Students are required to conduct interview and observations to obtain understanding the protocol, mores, values, and issues of the counseling and guidance profession. Three Units

**METHOD OF INSTRUCTION:**

The course will include lectures, discussions, activities and group work. Small group discussions and group presentations will also be important components of the course. Each student will be responsible for his or her part in a group presentation.

**COURSE OBJECTIVES:**

- Demonstrate knowledge of the role and function of the helping relationship including individual, group, academic, and career methods in a variety of settings.
- Demonstrate knowledge of the domains of school counseling, including the philosophy of school counseling, trends, state and national standards.
- Demonstrate an understanding of the historical origins, current status, and future directions of the school counseling and guidance fields.
- Demonstrate an understanding of the impact that gender, class, race, ethnicity, age, sexual preference, and other cultural identities may have on the counseling relationship and outcome.
- Demonstrate an understanding of professional organizations, publications and journals, and research literature.
- Demonstrate knowledge of research design, program evaluation, and the professional writing and referencing style of the American Psychological Association (APA, 5th edition).
- Demonstrate knowledge and skills utilizing computer technology for research, presentation and evaluation.
REQUIRED TEXT:


Strongly Recommended Reference:

COURSE REQUIREMENTS:

1. Attend and participate in every class and turn in assignments on time
2. Complete assigned readings before the class
3. Group Presentation on one chapter of Nystul book
4. Complete a research paper (Proposed Intervention Project - APA style)
5. Complete family Genogram covering two themes for informal presentation to your classmates (cover themes and discuss only items you are comfortable sharing).

GRADING PROCEDURE:

This course will be graded on an A, B, or C basis. Failure to attend regularly, complete and turn in assignments, and/or participate in team presentations, however, may result in a failing grade. All activities will be graded according to the following weights:

1. Group Presentation 40 pts
2. Research paper 50 pts
3. Genogram 20 pts
4. Counseling Observation Journals 40 pts
5. 150 pts possible

GRADING SCALE:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>120-130 pts</td>
<td>B+</td>
</tr>
<tr>
<td>110-120 pts</td>
<td>B</td>
</tr>
<tr>
<td>100-110 pts</td>
<td>B-</td>
</tr>
<tr>
<td>90-100 pts</td>
<td>C+</td>
</tr>
<tr>
<td>80-90 pts</td>
<td>C</td>
</tr>
<tr>
<td>70-80 pts</td>
<td>C-</td>
</tr>
</tbody>
</table>

1. Attendance Policy:
Class attendance and participation is very important. Absences will be reflected in your grade. (More than two absences will require an additional paper and a lower grade). Leaving at the break will be reflected as an absence. Please do not come late to class as it disrupts class discussion. Class will go the entire time. Please plan on staying until 6:45pm every Monday.

2. Group Presentation:
On February 2 students will sign up to present a chapter from the Nystul book to the class. The primary purpose of this assignment is for you to work together, master the material, and present your chapter to the class in a concise and creative manner with PowerPoint. Please assume your classmates have read the chapter and are relatively familiar with the theory. Your job is not to “lecture the theory from the book”, but rather to explain and apply the theory, making it come alive to the class. Presentations must be a minimum of 60 minutes but no more than 90 minutes in duration. (Presentations exceeding time...
limit will be marked down). It is highly recommended that you use a variety of mediums (ex: video excerpts, role-playing, group activities, handouts) when presenting your chapter. Try to make your presentation as interactive as possible, involving your classmates in activities and discussions. All group members are expected to be involved; however, you will be graded individually.

3. Proposed Intervention Project (Research Paper):
The primary purpose of this project will be for you to learn about research design, action research and program evaluation. You will create an intervention proposal using at least one theory of counseling. This type of project will be similar in structure to your final Thesis project, although it will be much less involved due to the obvious time limitations and scope of this class. Consider an area of interest within the field of counseling and/or education and develop the following: (put these sections in)

A. Statement of the Problem: What is the problem, issue, or subject you wish to address?

B. Statement of Significance: Why is this issue important to address? What would be the importance of your proposed intervention?

C. A Literature Review: This is a brief summary (3-6 pages) of the existing research on the subject you wish to address. In other words, summarize how previous research has attempted to address this problem. Be sure to use APA style in citing any/all research in your paper. (You may use sources from the Nystul text).

D. Research Design: What will be your research methodology – experimental design, qualitative or quantitative study. You will want to include demographic information regarding the population you’re interested in working with. You will need to describe the intervention in some detail and include information on how you would measure the effectiveness of your intervention (ex: pre-post testing).

E. Data Analysis: What kind of data you will need to collect for the purpose of your study. You will search online to gather information for program evaluation.

F. Intervention: Develop an intervention that will address the problem that you have identified (ex: a three day/three hour workshop for 8th graders on sexual harassment prevention/education).

You will need six to ten references on the topic. At least one should be from a research-based journal (ex: Journal of Counseling and Development). You are expected to use at least one Theory of counseling either in the Literature Review or to support your Intervention.

You will not have to formally present your Proposed Intervention Project to the class, although I may have you briefly discuss your topic in class (3-5 minutes).

G. Discussion Section: This is the conclusion of your paper where you will discuss the type of results that you might expect, potential problems with the intervention, and how your intervention would generalize in helping society at large.

H. Project Evaluation: Most students design programs for their theses in our department. For this type of project you need to develop strategies to evaluate outcomes of your program.
Please use the Publication Manual of the American Psychological Association (5th edition) as your reference guide for completing this paper. All papers must be typed, double-spaced, and must follow APA style (including an abstract and the above mentioned sections) in order to receive full consideration.

4. Genogram Development:
This assignment is one in which you create a Genogram that focuses on two or more themes in your family of origin including your extended family (going back to your grandparents). There are a number of possible themes that you may use. Some students select education, religion, occupations, cultural backgrounds, physical health, mental health, alcoholism, divorce, etc. Your Genogram should reflect information you are comfortable presenting to your colleagues in class.

5. Counseling observation and journal:
You will be required to conduct two counseling site visitations to observe and interview two counselors at schools to obtain first hand knowledge and experience of the counseling profession. At session 6 and session 14 of the class you will turn in your journals for the course. Your journal can be of any length and any combination of class notes and reactions to your filed observations, interviews, theories, lectures, discussions, and activities. Creativity is encouraged (ex: pictures, poems, etc). There is no right or wrong way of doing a journal. You will not be graded on content, only on completion of journals.

**INSTRUCTIONAL SCHEDULE AND READING ASSIGNMENT:**

<table>
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<tr>
<th>Session 1</th>
<th>Introductions, syllabus review, counseling practice and scientific research</th>
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<tbody>
<tr>
<td>Chapter 1</td>
<td>Overview of Counseling</td>
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<table>
<thead>
<tr>
<th>Session 2</th>
<th>Historical perspectives and trends of counseling and school guidance</th>
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</thead>
<tbody>
<tr>
<td>History and philosophy of school counseling, trends, state and national/state standards</td>
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<tr>
<td>Chapter 2</td>
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<table>
<thead>
<tr>
<th>Session 3</th>
<th>Individual counseling and group counseling</th>
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<tr>
<td>Chapter 3</td>
<td>The Counseling Process</td>
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<thead>
<tr>
<th>Session 4</th>
<th>Assessing needs for services and psychological diagnosis</th>
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<tr>
<td>Chapter 4</td>
<td>Assessment and Diagnosis</td>
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<table>
<thead>
<tr>
<th>Session 5</th>
<th>Research design, program development and evaluation of student progress</th>
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<tr>
<td>Chapter 5</td>
<td>Counseling Research and Evaluation; Intervention Topic due (at the end of class)</td>
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<thead>
<tr>
<th>Session 6</th>
<th>Classic Theories</th>
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<tbody>
<tr>
<td>Chapter 7</td>
<td>Classic Theories; Journals due</td>
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<th>Experiential Theories</th>
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<tr>
<td>Chapter 8</td>
<td>Experiential Theories &amp; Chapter 10: Marriage &amp; Family Counseling</td>
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| Session 8 | Learning theories – including factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, and linguistic |

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differences; Evaluation the congruence between instructional strategies and pupil learning assets and deficits.

Session 9  
**cognitive theory and behavior psychology**  
Chapter 9: Cognitive-Behavioral Theories

Session 10  
**Prevention and intervention programs for learning and academic development**  
Chapter 11: Child & Adolescent Counseling; Intervention Project due (Guest Speaker)

Session 11  
**Student personal and social growth and development**  
Chapter 12: Group Counseling

Session 12  
**Education and career planning**  
Chapter 13: Career Counseling (Guest Speaker)

Session 13  
**Comprehensive prevention and early intervention for achievement, family-school collaboration**  
Chapter 14: School Counseling

Session 14  
**Diversity, poverty and multicultural counseling**  
Chapter 6: Multicultural Counseling

Session 15  
**Professional ethics and organizations**  
Genogram Presentations (Journals due)

Session 16  
**Project presentations**

HELPFUL WEB SITES:

- The Future of Children; this web site provides numerous studies on issues affecting children, especially poverty (http://www.futureofchildren.org/)
- National Strategy for Suicide Prevention (http://www.mentalhealth.org/publications/allpubs/SMA01-3518/index.htm#goal4)
- American Counseling Association (http://www.counseling.org)
- American School Counselor Association (You should become familiar with this site, especially: Role of the Counselor; National Standard for School Counseling Programs – “Sharing the Vision.” (http://www.schoolcounselor.org)
- California Association for Counseling and Development (http://www.cacd.org)
- The Facts about Sexual Orientation & Youth: A Primer for Principals, Educators, & School Personnel (http://www.nea.org/achievement)

Plagiarism (APA Principle 6.22; page 349)
Please be aware of the APA guidelines on paraphrasing, using quotes, and crediting sources that are presented in the Publication Manual of the American Psychological Association, 5th Edition (see sections 3.34-3.41). Also refer to the statement on Plagiarism (page 430) in the San Jose State University Catalog, 200-2002.

EDCO 215: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS

Primary Learning

Standard 11: Learning Theory and Educational Psychology

Demonstrate the understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, and linguistic differences. Students know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

- Knowledge about theories of learning
- Understanding the role of parents and other caregivers in the support of pupil learning
- Knowledge about barriers to learning
- Knowledge about developing positive, culturally-sensitive learning environments
- Understanding of the strategies and techniques to help pupils accept responsibility for their own learning
- Knowledge about how feelings and emotions influence the learning process and impacts pupil self-esteem

Standard 17: Foundations of the School Counseling Profession

Student will learn the knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance program; and the theoretical bases for counseling practices in schools.

- The knowledge and understanding of the history, philosophy and trends of the school counseling profession including significant state and national events and factors
- The knowledge and understanding for developing, implementing and evaluating a comprehensive and developmental school counseling and guidance program
- The knowledge and understanding of the domains of educational counseling including academic, career, and personal and social development
- The knowledge of how school counseling programs and services promote student development, learning and achievement
Standard 30: Research, Program Evaluation and Technology

Candidates are knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

- The knowledge about basic principles of research design in education and psychology
- Ability to use relevant technology in order to (a) conduct and disseminate research, (b) access information and (c) evaluate pupil progress
- The knowledge and skills of program evaluation including the gathering of needs assessment data, the use of data in planning and decision making, the development of evaluation strategies, and the gathering of outcome data focused on student learning and achievement outcomes

Secondary learning

Standard 2 Growth and Development
Standard 3 Socio-Cultural Competence
Standard 4 Assessment
Standard 5 Comprehensive Prevention and Early Intervention for Achievement
Standard 6 Professional Ethics and Legal Mandates
Standard 7 Family-School Collaboration
Standard 9 School Safety and Violence Prevention
Standard 12 Professional Leadership Development
Standard 13 Collaboration and Coordination of Pupil Support Systems
Standard 15 Technological Literacy
Standard 20 Career Developments
Standard 21 Personal and Social Development
Standard 24 Learning, Achievement and Instruction
Standard 25 Individual Counseling
Standard 26 Group Counseling and Facilitation
San Jose State University
Counselor Education Department

EDCO 218 Practicum in Guidance I

**College of Education Mission:** The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

**Department of Counselor Education PPSC Program Mission:** The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

**COURSE DESCRIPTION:**

Practicum in Guidance I is a graduate course that focuses on the development of skills in the use of a systematic communication process and a private non-analytic journal. In Program courses, these processes together are basic to all further individual and group counseling and teaching courses. Core requirements with consent of instructor. Three units.

**COURSE OBJECTIVES:**

The goals of helping must be based on the needs of clients. There are two basic goals: one relates to clients’ managing their lives more effectively and the other relates to clients’ general ability to manage problems and develop opportunities. Gerard Egan, 1994., p 5.

Counseling is a complex set of goals, needs, conditions and contexts. This practicum is designed to assist the counselor trainee obtain basic personal and technical skills needed for effective counseling interventions. Focus is centered on the “Self” as counselor and on the “Other” as the client. Emphases are directed to the “Context,” “Content” and “Contact” inherent in the counseling relationship. This course will:

1. Assist students in developing an understanding of the Self” as the counselor;
2. Assist students in gaining an understanding of client variables in the counseling relationship;
3. Assist students in developing and implementing basic counseling skills;
4. Provide experiences that enable the students to gain knowledge of self as a learner;
5. Assist students in developing a personal approach of counseling that is based on the integration of existing theoretical foundations.

**METHOD OF INSTRUCTION:**

The course will include lectures, discussions, group activities and role play. Small group role play practice and interview observation will be important components of the course. Each student will be responsible for his or her part in a role place practice.
A. **Large Group Activities** Lectures, demonstrations, community meetings and other large
group activities. These are designed to help the trainee to integrate readings and other class
room materials. Emphases will also be placed on the academic and professional development of counselor trainees

B. **Peer Helping Groups** Students will be randomly assigned to small peer groups. This will afford the opportunity for participants to explore several attributes of the “self” and “other” in counseling relationships and interventions. Facilitators will assist in this process by providing methods that include structured experiences, “action” methods, theme centered peer helping group process strategies and individual consultation. The Peer Helping Group is designed to be non-evaluative, to encourage peer sharing and helping, to encourage differences and to support a variety of forms of peer expressions.

C. **Group Laboratory** members of the personal process groups will participate in a cooperative
group activity. This assignment will enable students to both synthesize and apply knowledge
and skills to a population or counseling issue identified by that group.

D. **Personal Journal** Students are required to develop and conduct an ongoing personal journal. The journal may include the student’s personal reflection and perception of course content, course activities and course methods. Specific attention is to be focused on the trainee’s personal and professional development as a counselor.

**COURSE EVALUATION:**

This course is graded “Credit/No Credit. In order to receive credit for this course all of the following course requirements must be met.

A. **Participation** Your active participation in all class activities is required in order to maximize your learning. This method allows for choice and options and their utilization are encouraged. To receive credit for this course, participation at all laboratory sessions are required. Group laboratory summaries are to be submitted at the end of each session. Students submitting these statements at the end of the session will receive CR. Those not submitting will receive zeros. If more than two zeros are earned for a Group Laboratory the student will earn a NC in the class. The student must meet with the instructor to discuss additional participation activities if they have earned two or more zeros. Participation in all class activities is required. Please be prompt to class.

B **Participation** Student’s active participation in all class activities is required in order to maximize your learning. This method allows for choice and options and their utilization is encouraged

C. **Group Laboratory** Participation with group members in the development of the group project is essential for integration of personal, professional and acquired “skill based” competencies. Activities conducted in this project will culminate in a group presentation and written report.
D. **Journals** Students will develop journals continually throughout the course. They are due on an ongoing basis and at the end of the semester.

E. **Homework** Throughout this course homework will be assigned. It is important that assigned homework activities be completed and submitted in a timely manner.

F. **Final Competency Paper** Students will show competencies gained in this course by developing a final integrated paper. This paper will be a statement of personal and professional growth. The paper will address issues associated with the “self” as counselor, and the “other” as client. The paper will integrate the “Content”, ”Context” and “Contact” of Counseling.

**TEXT BOOK:**


**INSTRUCTION SCHEDULE:**

Session 1 Introduction and orientation
Session 2 Counseling, definitions, need, practice, culture
Who are we? Introductions and why are they here?
Session 3 Counseling theories - What theory do they live? Counseling relationship
Session 4 Multimodal theory and eclecticism - Our values and attitudes; How did we obtain them?
Session 5 Counseling and ethnic and culture diversity
Session 6 **Peer helping group laboratory**
Session 7 The counselor self assessment: my givens, my gifts, my drawbacks
Session 8 Saturday class on campus – peer helping group process and mediate conflict
Session 9 Counseling interaction: establishing a relationship, confidentiality, expectations, & trust
Session 10 Counselor client interaction, helping the client tell the story
There are so many ways
Session 11 Counselor client interaction, exploring the concern
Authenticity - genuine - spontaneity - positive regard
Session 12 Counseling client interaction and intervention
Session 13 **Peer helping group laboratory**
Session 14 Counselor client interaction and intervention

Session 15 Final, all assignments due

EDCO 218: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS

Primary Learning

Standard 14: Human Relations

The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

- To what extend do candidates demonstrate knowledge of theories and conceptual models of interpersonal relations and communications?
- How well do candidates demonstrate an ability to help the school community foster an appreciation for ethnic and cultural diversity and to facilitate management of interethnic or intercultural conflict when it arises on the school site?
- In what ways do candidates demonstrate awareness of group dynamics and methods to facilitate inter-group relations and mediate conflict when it arises on the school site?
- How effectively do candidates demonstrate ability to use communication skills to facilitate pupils’ efforts to develop positive supportive relations hip with teachers and peers?

Secondary Learning

Standard 2 Growth and Development
Standard 3 Socio-Cultural Competence
Standard 8 Self-Esteem and Personal And Social Responsibility
Standard 10 Consultation
Standard 11 Learning Theory and Educational Psychology
Standard 16 Supervision and Mentoring
Standard 21 Personal and Social Development
Standard 25 Individual Counseling
San Jose State University  
Counselor Education Department  
EDCO 219 Practicum in Guidance II

**College of Education Mission:** The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

**Department of Counselor Education PPSC Program Mission:** The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

**COURSE DESCRIPTION:**

Provides for the expansion and extension of the skills developed in EDCO 218 in systematic communication with a focus on family dynamics. Three Units

**COURSE PURPOSE AND OBJECTIVES:**

This course provides counseling trainees the opportunity to examine family systems theories from the perspective of the person's family of origin and of the synthetic family formed in the classroom. A wide spectrum of knowledge will be shared through lectures, discussions, films, psychodrama, and genogram presentations. Consideration is given to the tolerance of diverse viewpoints and interaction in a multi-cultural community is fostered.

1. To further the understanding and application of basic counseling skills, using the family as a vehicle for those applications.
2. To understand theory and to begin its translation into practice.
3. To understand the study of family systems as an application of associated skills.
4. To understand the importance of family-school relationships in fostering positive student development and how to communicate with parents and get families involved to improve student academic performance.
5. To develop and maintain a professional community environment that supports the learning and professional growth of its members.
6. For students to participate in an experiential environment to understand their role in family and group settings.

**Rationale:** The concept of family in today's society is no longer well defined and is undergoing tremendous change. Working with parents and getting them involved with their students’ learning is an essential task of school counselors. There is a new emerging sense of variable family styles and structures, coupled with multi-cultural variances.
To be effective in helping couples and entire families to change, we continue to believe that therapists must first have some grounding in the general principles of family living. The need to be familiar with how families operate as a social system, how they develop 'rules' for living together, and how they deal with the ever-changing tasks that must be met by a family going through its life cycle. Therapists need some basic theoretical understanding of what causes dysfunction within families and of how to distinguish those families who are undergoing a time-limited crisis from which they will reorganize and recover independently from those families who are severely dysfunctional and who will not recover without therapeutic intervention. (Goldenberg and Goldenberg, 2002)

**COURSE EVALUATION:**

Grading is *Credit/No Credit.* Requirements for Credit:

1. To receive credit for this course, class participation is critical. Due to the nature of the class activities, absences means lack of class participation.
2. Attend the Saturday workshop (9 am - 5 pm)
3. Participate in all synthetic family activities – peer helping groups.
4. Completion of all homework/tasks contained within each module.
5. Completion of the following assignments: Last week of class meeting

   a. Keep a journal of your synthetic family (*peer helping groups*). Relate your observations to the literature and readings assigned as well as to the laboratory experiences and the lectures. Prepare a case study of your synthetic family. Identify and use one of the approaches discussed in class, as the framework for your case study.
   
   b. Evaluate your own family of origin, review family impact on your K-12 learning experience by using two of the approaches considered in this course. Evaluation should show evidence of your reading and demonstrate your understanding of the course content.
   
   c. Develop “action oriented” family intervention strategies derived from Psychodramatic and Gestaltist methods that would be appropriate for one of the above case studies.
   
   d. Participation in and completion of a group assignment on developing a parent involvement plan for a school.

**TEXT BOOK:**


**RECOMMEND READINGS:**


**INSTRUCTIONAL SCHEDULE**

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<td>No class: compensatory for the Saturday session</td>
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<tr>
<td>Session 8</td>
<td>No class: compensatory for the Saturday session</td>
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<td>Session 10</td>
<td>Family-school collaboration, parenting</td>
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<td>Family-centered approaches within schools</td>
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<td>Session 16</td>
<td>FINAL--ALL ASSIGNMENTS DUE</td>
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**EDCO 219: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS**

**Primary Learning**

**Standard 7: Family-School Collaboration**

The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school
collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration

- In what ways do candidates demonstrate awareness of the importance of family-school relationships in fostering positive pupil development?
- What types of experience do candidates have in helping to implement efforts to build and maintain family-school relationships?
- In what way do candidates become aware of the benefits of family involvement at different grade levels?
- How do candidates demonstrate knowledge and skills in helping schools to overcome barriers to family involvement?
- How clearly do candidates demonstrate knowledge about and respect for family structures and socio-cultural diversity?
- How do candidates demonstrate knowledge of ways to assist families to become actively involved in pupil development and learning?
- How do candidates demonstrate ability to help families and school staff to effectively communicate and collaborate when developing education or behavioral plans to assist pupil development and learning?
- To what degree do candidates demonstrate an understanding of family-centered approaches to collaboration with schools?

**Standard 14: Human Relations**

The program provides candidates with opportunities and experiences to demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.

- To what extent do candidates demonstrate knowledge of theories and conceptual models of interpersonal relations and communications?
- How well do candidates demonstrate an ability to help the school community foster an appreciation for ethnic and cultural diversity and to facilitate management of interethnic or intercultural conflict when it arises on the school site?
- In what ways do candidates demonstrate awareness of group dynamics and methods to facilitate inter-group relations and mediate conflict when it arises on the school site?
• How effectively do candidates demonstrate ability to use communication skills to facilitate pupils’ efforts to develop positive supportive relations hip with teachers and peers?

**Secondary Learning**

Standard 3  Socio-Cultural Competence
Standard 10  Consultation
Standard 13  Collaboration and Coordination of Pupil Support Systems
Standard 16  Supervision and Mentoring
Standard 25  Individual Counseling
Standard 26  Group Counseling and Facilitation
EDCO 227  Dynamics of School and Community Relations

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COURSE DESCRIPTION:

This course will explore the psychological dynamics and socio-cultural relationships that influence community and school relations. Increased knowledge of classroom, school, family, and community factors (i.e., cultural, socio-economic, environmental, etc.) that support pupil learning, achievement, and psychological well-being will be a major focus of the course. Various exercises will be utilized in order to provide opportunities and experiences to collaborate effectively with community-based organizations, agencies, and other professionals, and to learn skills to collaborate effectively with students and their families from diverse backgrounds. Three Units.

COURSE OBJECTIVES:

To fulfill the general competencies stated within the Standards of Quality Effectiveness for Pupil Personnel Services Credentials developed by the State of California, Commission on Teacher Credentialing.

Standard 5: Comprehensive Prevention and Early Intervention for Achievement

Provide candidates with the opportunity and experience to display an understanding of the factors that contribute to successful learning.

- Display an understanding of the strategies, methods, and approaches that contribute to successful learning
- Demonstrate knowledge of institutional and environmental conditions that place pupils at risk for failure or early school dropout
- Demonstrate knowledge of methods of promoting positive and supportive relationships with pupils such as counseling, teacher collaboration, classroom consultation, advocacy, peer counseling, and parental involvement
Standard 7: Family-School Collaboration

Provide candidates with the opportunity and experience to display an understanding of the ways in which pupil development, well-being, and learning are enhanced by family-school collaboration

- Demonstrate awareness of the importance of family-school relationships in fostering positive pupil development
- Demonstrate knowledge and skill in helping schools to overcome barriers to family involvement
- Demonstrate knowledge about and respect for family structures and socio-cultural diversity
- Demonstrate ways to assist families to become actively involved in pupil development and learning

Standard 10: Consultation

Provide candidates with the opportunity and experience to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies.

- Demonstrate knowledge of individual and organizational consultation processes, including methods of initiating, developing, implementing, and concluding consultative relationships
- Demonstrate knowledge of factors that promote the development of effective relationships among teachers, staff, families and others, taking into consideration the influence of diverse cultures and languages
- Demonstrate understanding of the impact that teaching methods and style have on pupil learning in the classroom

Standard 13: Collaboration and Coordination of Pupil Support Systems

Provide candidates with the opportunity and experience to collaborate effectively with community-based organizations, agencies, and other professionals.

- Effectively access and utilize resources within the community
- Increase knowledge about models of school-based or school-linked services that promote pupil learning and success
- Demonstrate knowledge of multi-disciplinary teams, teamwork, team building and skill in functioning as a team member within schools and with community-based organizations
Standard 23: Advocacy

Candidates are able to identify institutional, systematic, interpersonal, and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.

- Demonstrate knowledge of the barriers to the highest learning and achievement for all pupils, and how they can limit the future educational and career outcomes for pupils
- Demonstrate knowledge of school learning support programs and services that promote high academic attainment and learning success
- Demonstrate knowledge of and skill in advocating for high academic expectations and learning success for all pupils

Standard 24: Learning, Achievement, and Instruction

Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization; Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

- Demonstrate knowledge of instructional strategies, activities, practices and skill in applying teaching guidance concepts to pupils, parents, and teachers
- Demonstrate an understanding of classroom dynamics and instructional activities and materials that are appropriate for pupils with diverse needs, interests, and learning styles

Standard 27: Collaboration, Coordination, and Team Building

Candidates apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils; Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success

- Demonstrate knowledge and skill in team building
- Demonstrate knowledge of and skill in coordinating and providing appropriate support services necessary for students’ success in academic, career, personal and social development

Standard 29: Prevention Education and Training

Candidates know and have skill in planning, organizing, and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge
and skills in working with school staff, parents, and family members to enable them to eliminate barriers to learning and achievement.

- Demonstrate knowledge of and skill in developing, organizing, and presenting prevention programs for parents, family, and community members.

- Demonstrate knowledge of and skill in working with teachers to implement and evaluate educational programs designed to prevent learning problems and promote student learning success and high academic achievement.

CWA Standards

Standard 1: Professional Role of Child Welfare and Attendance Provider

The program provides candidates with knowledge and understanding of the history, philosophy and trends in Child Welfare and Attendance (CWA) programs, particularly as they relate to the professional role of the CWA Supervisor as a student advocate.

- How does the program provide candidates with the knowledge of history, philosophy and trends related to child welfare and attendance?

- To what extent does the program provide candidates with the knowledge and ability to advocate for at-risk and under-achieving youth?

Standard 4: Collaboration and Partnerships

Candidates demonstrate knowledge and skills related to developing, utilizing and maintaining inter- and intra-agency collaboration and partnerships with education organizations, juvenile justice courts, law enforcement, general and mental health agencies, probation and children and family service.

- To what degree do candidates understand team building, facilitation, consensus building, working with diverse groups and writing Memoranda of Understanding (MOU’s) and contracts?

- How do candidates demonstrate an understanding of developing and sustaining learning and support systems that include elements such as Healthy Start, family resource center, health clinics, parent center, tutoring centers and mentoring?

- How thoroughly do candidates understand health and human services resource mapping?

- How effectively do candidates demonstrate an understanding of connecting youth and families to service and the empowerment of clients to maximize utilization of service?

- How effectively do candidates demonstrate an understanding of connecting youth and families to service and the empowerment of clients to maximize utilization of service?
Standard 6:  Assessment and Evaluation of Barriers for Underachieving Learners

Candidates demonstrate knowledge and skills pertaining to the assessment and amelioration of barriers to learning such as emotional, familial, educational, institutional, and community related factors that facilitate an environment for underachievement or school failure. Candidates also demonstrate understanding and ability to apply alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting. Among the various alternatives might include the GED, California High School Proficiency Examination, adult education, employment preparation, continuation schools, opportunity classes, community day centers, County Alternative Education Programs, independent study programs, special education programs, pregnant minor programs, parenting programs, Regional Occupational Programs and Centers, charter schools, summer school and community college.

- To what extent do candidates demonstrate an understanding of and an ability to work with various at-risk populations such as youth in out-of-home placement, pregnant and teen parents, homeless youth, dropouts, potential dropouts, delinquent youth, special education, disabled and expelled youth?
- How well do candidates understand conflict mediation and resolution and peer mediation methodologies that can be used to remove learning barriers?
- How adequately do candidates demonstrate knowledge of and the ability to facilitate staff development programs on issues pertaining to at-risk pupils and CWA?
- How well do candidates demonstrate an understanding of dropout prevention and attendance improvement practices?
- How thoroughly do candidates understand the critical dimensions involved in conducting successful home visitations including home assessment, triage (establishing priorities in crisis situations), strategies for personal safety, and culturally competent counseling with special consideration for race and poverty?
- In what ways do candidates demonstrate an understanding of parental involvement and parenting skills and their application and inclusion in CWA and educational issues?
- In what ways do candidates demonstrate knowledge of and the ability to identify health related resources and link them to student and family needs?
- How effectively do candidates demonstrate an understanding of strategies for involvement of parents of at-risk pupils in a linguistic and culturally competent manner with special consideration for race and poverty?

COURSE REQUIREMENTS:

Participation: Active participation in class is essential to the quality of the course. Students will be asked to participate in class discussions and exercises relevant to the content of the course. (10% of final grade)

Student Groups: Students will each be a part of a group that will facilitate class discussion and contribute to class dialogue with the invitation of a guest speaker/agency that will provide an example of available resources in the community and develop a prevention program that can be presented to parents, families, and/or community members. If a guest speaker is unable to be present during class time, the entire group must meet with and interview the individual in order to present a comprehensive
report of the possible resource(s) to the class. As a group, develop an agenda and list of questions for
the guest speaker. Remember to think about the intentions of the presentation. The main purpose is to
learn about an agency and to have resources available to provide to our clients. Some areas to include:
What services are offered by the agency? How does the agency promote positive youth development?
Funding of agency? Include “practical” issues that would be helpful for counselors to know about in
their daily work. Include time for questions. Each group will provide the class with a handout to be
used as a future guide, a list of references relevant to their presentation topic, and any additional
material(s) that may be useful. Overview of the agency should last approximately 30-45 minutes with
an additional 15-20 minutes for questions. After the guest speaker has presented, the group will
demonstrate their knowledge of and skill in developing, organizing, and presenting a prevention
program geared towards parents, families, and/or community members. Individuals will be assigned a
grade that will reflect their contribution to the overall group presentation. On the day of the group
presentation, each individual is required to submit a one-page discussion that focuses upon the group
process/experience including a summary of their own contributions to the group presentation. (25% of
final grade)

Leadership/Collaboration/Team-Building Exercise: Students are required to participate in various
group activities scheduled for Saturday, March 13th from 9am-3pm. After the expeditionary
educational experience, each individual will prepare a paper (at least one page and no more than 2
pages in length) that discusses their experience and what may have been learned that can be
incorporated into their professional repertoire. Do not write about or describe the activities. Include
your observations and reactions only. (15% of final grade)

Reaction Papers: Two brief papers, approximately 2-3 pages each (not less than 2 pages and not more
than 3 pages), addressing personal reactions to specific topics/exercises within the course are required.
The specific topic of the reaction paper will be announced in class. These papers will be collected
every few weeks in order to provide insight about the content and climate of the course. Papers which
meet the stated parameters will receive credit. Due dates are provided within the greensheets. (20% of
final grade)

Observations: Two observations are required: 1) At a school setting, and 2) At an agency setting.
Spend approximately 3 hours at each setting. Write-up observations in a 3-5 pages essay format that
include the following SIX categories: 1) Background/Setting (include ethnic, cultural, socio-
economic, environmental, and any other influencing factors), 2) Strategies/Methods/Approaches
Observed, 3) Strengths/Weaknesses Observed (strategies, methods, approaches observed using Eccles
and Gootman’s (2002) “Personal and Social Assets that Facilitate Positive Youth Development” eight
features that maximize positive development as a basic guide), 4) Contribution/Intervention as a
Counselor (how can a counselor contribute/intervene in order to work effectively with students and
their families, especially those from diverse backgrounds), 5) Strategies to Adopt/Not Adopt, and 6) Conclusions. Each observation must be conducted at a school and agency where this is your initial contact. If possible, observations should be conducted with a “new” age population. Due dates are provided within the greensheets. (30% of final grade)

REQUIRED TEXT AND READINGS:
• Additional readings will be assigned throughout the semester.

**GRADING POLICY:**

All assignments are due by the end of class on the listed due dates. Late assignments will be graded accordingly unless a prior arrangement with the instructor has been agreed upon. For every day an assignment is late, there will be a 10% grade deduction. All assignments will be assigned points, a letter grade, or percentage unless otherwise noted. Any changes will be announced in class.

**PLAGIRISM:**

University policy regarding plagiarism will be actively enforced. Please consult the following website: http://library.sjsu.edu/leap/plagiar.htm

**ACCOMMODATION OF STUDENTS WITH SPECIAL NEEDS:**

Any students with special needs that require specific accommodations are encouraged to speak with the instructor as soon as possible so that accommodations can be implemented accordingly.

**COURSE SCHEDULES:**

Session 1  Overview and introduction

Session 2  Role of school counselor and community relations.

Session 3  Adolescent development and academic achievement

Session 4  No class—compensation for Saturday group activity/observations

Session 5  Adolescent development and social/personal development
1st reaction paper due, Group Presentation #1

Session 6  Student success team building, working with families
Group Presentation #2

Session 7
Alternative programs (GED, CCOC, County alternative schools, independent study, special ed., pregnant minor program)
1st Observation paper due, Group Presentation #3

Saturday
Ropes Course – team building, self-awareness, self-esteem, motivation for success, skill building and leadership
9am-3pm attendance required

Session 8 Effective leadership - , collaboration and team-building, class assignment paper due
Group Presentation #4

Session 9 Advocacy and early prevention strategies, Group Presentation #5

Session 10 No Class—compensation for Saturday group activity/observations

Session 11 Classroom management strategies, techniques, curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material. 2nd reaction paper due, Group Presentation #6

Session 12 Parenting, resources for services, parenting training Group Presentation #7

Session 13 Class Speaker – Success stories, 2nd Observation paper due, Presentation #8
Session 14 No Class—compensation for Saturday group activity/observations

Session 15 Reading test results and using data for program planning


REQUIRED TEXT:


OTHER REFERENCES:


EDCO 248  Dynamics of Behavior and Development

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**COURSE DESCRIPTION:**

Study of the dynamics of individual and group behavior over the life span. Specific study of selected personality and development theory and practices. Three Units.

**METHOD OF INSTRUCTION:**

The course will include lectures, discussions, activities and group work. Small group discussions and group presentations will also be important components of the course. Each student will be responsible for his or her part in a small group and a group presentation.

**COURSE OBJECTIVES:**

To fulfill the general competencies stated within the Standards of Quality Effectiveness for Pupil Personnel Services Credentials developed by the State of California, Commission on Teacher Credentialing. The Standards covered in this course are:

- To provide students with knowledge of and skill in applying research based counseling theory to particular problems and populations through individual or small group counseling, such as anger management, suicide prevention and intervention, stress reduction, eating disorders, depression, divorced parents, grief and loss.

- To provide students with knowledge of typical and atypical growth and development, including relevant theories, research, and other information related to pupil’ strengths and weaknesses that affect learning in school, community and family environments.

- To develop assessment, self-evaluation, and critical thinking skills.

- To develop an awareness of students’ own values, beliefs, and cultural history and see how these support and hinder attempts to work professionally with others.
• To encourage students’ integration of theoretical and experiential learning in order to form a personal model of the counseling process.

• To support the learning environment of the class and help facilitate the development of classmates’ self study of theory and skills acquisition.

• To develop knowledge and skills to design and implement programs of wellness promotion, prevention, treatment and intervention services.

COURSE REQUIREMENTS AND GRADING PROCEDURE:

This course is graded on an ‘A’, ‘B’, ‘C’ etc. basis. All activities will be graded according to weights indicated below; and the final course grade will be based on completion of all activities. Graded activities are:

Participation: Please plan on participating and staying until 6:45pm each week. Participation in all activities is required and evaluation of this will be reflected in completing assignments below:

Participation in Small Learning Group [30%]:
Portions of each class will be spent in small groups practicing the application of theories and skill development based on the assigned reading for the week and the lecture/presentation. This will be accomplished through various exercises. Your individual success in this course is based on willingness to be both physically and emotionally present in class each week for these groups. Thus, any absences will not only hinder your own development, but also that of your group members. Your commitment to be here weekly is important. Since personal sharing will be a natural part of the small group, strict professional confidentiality will be observed and assured by all class members.

Group Presentation [30%]:
During the first week of the class students will sign up for a group presentation covering a Counseling theory (from the Seligman text). Class presentations will:
* Explain and/or demonstrate the theory/theorist
* Answer the questions: Does the theory work? With whom? How and why is the theory effective and most suitable for particular persons and situations?
* Be creative and visual (overheads, posters, and/or PowerPoint presentation)
* Distribute a hand-out for the class with references
* Involve all group members (you will be graded individually)
* No more than one hour in length

Self Analysis [20%]:
In Chapter 26, Figures 26-1 to 26-4 (pp. 560-575) compare each theory on several key characteristics. As you read chapters throughout the semester, use these figures to summarize your preferences for each theory studied. Do this by placing a “+” for positive, “o” for neutral, or “-“ for negative next to each characteristic of the theory listed in the figure. Do this quickly each week, as you will finish reading each chapter since your first impressions are usually best. Then, at the end of the semester, prepare a concise one-page summary listing each characteristic and the corresponding positive, neutral, and negative aspect of each characteristic. The finished summary should give you a good outline for our personal theory preferences. We will share these summaries in class by the end of the semester.
Final Exam [20%]
There will be a final objective exam covering all assigned readings from the Seligman text on the last day. We will use the T&E 0200 answer sheet. (A study guide/practice exam will be given two weeks before the test).

**REQUIRED TEXT:**


**WEEKLY SCHEDULE**

- **Session 1**  
  Introduction, review syllabus, sign up for Group Presentation  
  Meet Small Learning Group
- **Session 2**  
  Overview of Contexts of Effective Treatment and Overview of Background and Context (Ch 1-3); Small Learning Group
- **Session 3**  
  Stages of the Counseling Relationship  
  Sigmund Freud and Psychoanalysis (Ch 4); Small Learning Group
- **Session 4**  
  Theories of Growth and Development  
  Alfred Adler and Individual Psychology (Ch 5); Small Learning Group
- **Session 5**  
  Overview of Emotions, Sensations and Learning (Ch 10); Small Learning Group
- **Session 6**  
  Motivation, Memory, Linguistic Differences and Their Relationship to Instructional Strategies, Student Learning and Academic Achievement (Ch 11) Carl Rogers and Person-Centered Counseling; Small Learning Group
- **Session 7**  
  Environmental Factors of Learning and Counseling Intervention/Prevention Existential Therapy (Ch 12); Discussion Topic: Small Learning Group
- **Session 8**  
  Assessment, Self-evaluation, and Critical Thinking skills  
  Fritz Perls and Gestalt Therapy (Ch 13); Small Learning Group
- **Session 9**  
  Overview of Thoughts, Growth and Development (Ch 15)  
  Small Learning Group
- **Session 10**  
  Referrals (Ch 16); Aaron Beck and Cognitive Therapy  
  Small Learning Group
- **Session 11**  
  Research in counseling (Ch 17); Albert Ellis and Rational Emotive Behavior Therapy  
  Small Learning Group
- **Session 12**  
  Overview of Actions and Learning Theory (Ch 19)  
  Small Learning Group
Session 13  Developing Positive, Culturally-Sensitive Environments  
Behavior Therapy and Cognitive Behavior Therapy (Ch 20)  
Small Learning Group, distribution of Study Guide/Practice Exam

Session 14  Utilizing theories to design and implement programs of wellness promotion, prevention, treatment and intervention services, Self-Analysis Sharing (Ch 26)  
Realty Therapy (Ch 21)

Session 15  Self-Analysis Sharing, Final Exam

EDCO 248: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS

Primary Learning

Standard 2: Growth and Development

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

- In what ways do candidates demonstrate knowledge of relevant research and theories of typical and atypical growth and development as they relate to pupil progress?
- How does the program provide opportunities for candidates to understand school, community, and family environmental factors and their influence on pupil learning?
- To what extent do candidates know the positive influences on pupil development including: (a) nutrition and fitness, (b) factors of resiliency, (c) home, family and school environments, (d) peer and mentor relationships, (e) and community factors?
- How do candidates demonstrate knowledge of factors that impede or limit pupil development including stereotyping, socioeconomic status, inadequate language development, negative school climate, and discrimination?
- To what degree do candidates demonstrate knowledge of principles and methods to (a) help pupils overcome barriers to learning and (b) learn effective strategies to plan, organize, monitor and take responsibility for their own learning?
- To what degree do candidates demonstrate knowledge of risk factors and protective assets that inhibit or facilitate pupils’ positive development?
- To what extent do candidates know of models that can be used to inform school staff and parents about developmental trajectories that are associated with pupils becoming involved in antisocial or aggressive behavior?
Standard 11: Learning Theory and Educational Psychology

The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

- To what extent do candidates display knowledge about theories of learning?
- To what degree do candidates understand the role of parents and other caregivers in the support of pupil learning?
- In what ways do candidates demonstrate knowledge about barriers to learning?
- To what extent do candidates exhibit knowledge about developing positive, culturally-sensitive learning environments?
- To what extent do candidates exhibit an understanding of the strategies and techniques to help pupils accept responsibility for their own learning?
- In what ways do candidates demonstrate knowledge about how feelings and emotions influence the learning process and impacts pupil self-esteem?

Standard 21: Personal and Social Development

The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

- How do candidates enable pupils to acquire knowledge of their own personal strengths, assets, personal values, beliefs and attitudes?
- How do candidates demonstrate knowledge of and skill in developing programs that enable pupils to: develop positive attitudes towards themselves as unique and worthy persons; identify and express feelings, recognize personal boundaries, rights and privacy needs; understand the need for self control and how to practice it; demonstrate cooperative behavior in groups; develop effective communication skills; and identify and discuss changes in personal, social and family roles?
- How well do candidates demonstrate skill in helping pupils to: respect alternative points of view; recognize, accept, respect and appreciate individual differences; and appreciate cultural diversity and family configuration patterns?
- How effectively do candidates demonstrate the ability to: teach pupils a decision making and problem solving model; enable pupils to understand consequences of decisions and choices;
identify alternative solutions to problems; and develop effective coping skills for dealing with problems, including seeking professional help?

- To what extent do candidates demonstrate the ability to: educate and train pupils successfully in conflict resolution skills, develop respect and appreciation for individual and cultural differences, and know when peer pressure is influencing a decision?

- In what ways do candidates demonstrate the ability to: assist pupils in identifying short and long-term goals; set realistic and achievable goals; and develop a plan of action for successfully achieving those goals?

- How do candidates demonstrate knowledge of how to help pupils learn and understand: the relationship between rules, laws, safety and the protection of individual rights; the difference between appropriate and inappropriate physical contact; personal boundaries, rights, and personal privacy; how to identify peer and professional resources in the school and the community; the emotional and physical dangers of substance use and abuse; how to cope with peer pressure; the techniques for managing stress and conflict; and the skills for coping with and managing life events?

**Standard 25: Individual Counseling**

Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.

- How well do candidates demonstrate knowledge of and skills in applying theories of counseling as they pertain to counseling pupils in schools?

- How adequately do candidates demonstrate knowledge of and skill in assisting individual pupils identify and express feelings, contain intense and overwhelming emotion, and work through emotional conflicts and problems?

- To what extent do candidates demonstrate knowledge of the assessment of student mental and emotional problems for the purposes of determining appropriateness and selection of supportive programs and services?

- How effectively do candidates demonstrate knowledge of and skill in making appropriate and effective referrals to community mental health agencies and professionals?

- How well do candidates demonstrate knowledge of and skill in applying research based counseling theory to particular problems and populations through individual or small group counseling, such as anger management, suicide prevention and intervention, stress reduction, eating disorders, depression, divorced parents, grief and loss?
Secondary Learning

Standard 3  Socio-Cultural Competence
Standard 4  Assessment
Standard 6  Professional Ethics and Legal Mandates
Standard 8  Self-esteem and Personal and Social Responsibility
Standard 17 Foundations of the School Counseling Profession
Standard 32 Determination of Candidate Competence
Standard 8  Determination of Candidate Competence
San Jose State University  
Counselor Education Department  

EDCO 232  Law and Ethics in Counseling  

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**COURSE DESCRIPTION:**

Meets the requirements, “Laws relating to children and child welfare” in school guidance and counseling profession. Covers local, state, and federal laws relating to children, youth, family and school. Three Units

**COURSE OBJECTIVES:**

- The student will obtain knowledge in the area of laws and ethical codes as they pertain to the helping profession. In particular the Ethics and Standards of Practice of American Counseling Association (ACA, 1995) as found in Appendix A of Issues and Ethics (pg. 444-463) but also the codes of the other major mental health professions as found in Issues & Ethics (pg. 464-507)

- The student will be able to respond to ethical dilemmas through the application of an ethical decision-making process.

- The student will have a greater understanding of and be able to communicate his or her value system with emphasis on how these values are likely to impact counseling.

- The student will be able to identity the major components of ethical codes for professional counselors.

- The student will be able to apply relevant professional Ethical Codes and Standards to specific problem situations.

- The student will be able to identify the laws that regulate special education, student records, confidentiality, child abuse reporting, school discipline and attendance.
INSTRUCTION METHOD:

This class will not be a lecture class. While some lectures will be given, the focus will be on discussion and interaction. There will be videos and guest speakers invited to the class to share their expertise and other experts will be guiding us through visits to Juvenile Hall and the Children’s Shelter.

READING REQUIREMENT:


2. Student Video and Student Workbook. It is required that you complete all the assigned workbook activities. The video is included with your workbook for your use at home (see final exam instructions).

3. Course handouts concerning laws and ethics as it relates to counseling and education.

Recommended Reading: (may be assigned as a book report for more than 2 absences)

Fitch, J., (1999), *White Oleander*, New York: Little/Brown and Company. This novel traces the odyssey of an adolescent girl through a series of foster homes-each its own universe, with its own laws, its own dangers and its own lessons to be learned.


GRADING POLICY:

Your grade will be determined by evidence of your learning as demonstrated by your performance in the following areas:

- 10% Visits to three programs of interest and filling out an experience sheet for each visit
- 25% Midterm exam, multiple choice and short essay question that will be taken from our reading assignments
- 25% Class participation and attendance
- 40% Final exam--The completed workbook handed in at the last class meeting, (except p. 53-55 and 67-77).

CLASS SCHEDULE:

Session 1 Introduction and Class Expectations
Introduction to the course and to each other
Self-assessment: An inventory of your attitudes and beliefs about professional and ethical issues
Review of professional codes--small group exercise

Assignment
Read Chapter 1 and take pre-chapter self-inventory – p. 19-29
View video on ethics and do part 1 (p. 8-12) of workbook, make a xerox copy of part 1 to hand in completed. The xerox copy is due on third session.

Session 2
Chapter 1: Introduction to Professional Ethics – CA Legislative Process related to education, particularly PPS
Take ethics quiz for school counselors – p. 19-29
Review and apply an ethical decision making process to a real life situation

Assignment
Read Chapter 2 and take self inventory - page 33
Be prepared for group discussion of Suggested Activities in chapter 2 p. 65

Session 3
Chapter 2: Counselor as a Person and Professional – Monitor district compliance with state and federal mandates on matters pertaining to child welfare and attendance; ethical decision making process (separate sheet)
Group discussion of suggested activities of Chapter 2 p. 65
Discuss workbook assignment assigned on the first week

Assignment
Read Chapter 3
Take a personal dilemma and work it through using the ethical decision making processes of your choice

Session 4
Chapter 3: Values and the Helping Relationship
Watch film, Mary Kay Lutourneux Story and during a discussion supply your understanding of your personal values and of transference and counter-transference to sexual and other issues; Question activity about film

Assignment
Obtain or create an informed consent form for the work you do
Read Chapter 4 and continue to work on workbook/video for final exam
Do pre chapter self-inventory on p. 110-111
Prepare for group discussion of Suggested Activities in Chapter 3 p.151-152

Session 5
Chapter 4: Clients Rights and Counselor Responsibility
Group discussion on suggested activities at the end of chapter 3 p. 151-152
Informed consent forms to be handed in

Assignment
Read Chapter 5 and take self-inventory – p. 154
Prepare for group discussion of Suggested Activities in Chapter 4 p. 192
Give special attention to assessment of danger to self or others

Session 6
Chapter 5: Confidentiality and Legal Issues.
Privilege vs. confidentiality
Legal Issues and Malpractice Concerns for students
Practice assessment strategies for harm to self

Assignment
Read Chapter 6 and take self inventory – p.194-195
Continue to work on workbook/video for final exam

Session 7  
Chapter 6: Issues in Theory, Practice, and Research
Developing basic counseling constructs
Counseling goals and evaluation process

Assignment
Study for midterm exam on Chapters 1-6. It will consist of approximately 20 multiple choice questions from your readings and a short essay question on ethics

Session 8  
Special Education Laws and Programs, CA Education Code, CA code of Regulations, Title 5, Welfare & Institutions Code, Penal Code
Guest speaker from Parents Helping Parents
Role of Counselor in the IEP; Midterm Exam--Multiple Choice on Chapters 1-6

Session 9  
Discipline Laws, Compulsory School Attendance, Graduation Requirements and Minimum Attendance Requirements
Suspension and Expulsion; Developing a positive discipline plan
School safety and violence prevention
Local and civil ordinances and relevant federal and state laws relating to student records, the custody, registration, attendance and education of minors including suspension, expulsion and due process

Session 10  
Visit to Juvenile Hall –
Guest speaker; Video—Nightline; Restorative Justice Program

Session 11  
More about the Law and Juvenile Justice System, Foster care, Adoption Issues,
More Nightline; Guest speaker; Sexual Harassment

Session 12  
Visit to Children’s Shelter
Video on Child Abuse
How the system works or doesn’t work; Making a report

Session 13  
Attendance Laws and CWA Programs
Synopsis of the laws and policies; Successful intervention and prevention programs

Session 14  
Laws Pertaining to Section 504-Americans with Disabilities Act
Why? Who? Your role as a counselor and advocate
Session 15  Alternative Programs and Advocacy - Using legal alternatives to regular CA public school attendance in discipline proceedings
Guest speakers/panel on intervention, alternative programs and advocate for students success; Alternative learning and early interventions

Session 16  Finals and Summary
Final Exam - turn in workbooks; Film on Juvenile Delinquency
Review of important legal and ethical issues.

EDCO 232: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS

Primary Learning

Standard 5: Comprehensive Prevention and Early Intervention for Achievement

The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.

- How effectively do candidates display an understanding of the strategies, methods, and approaches to prevent the development of problems that impede learning?

- To what degree do candidates demonstrate knowledge of the characteristics of pupils whose academic progress is less than satisfactory?

- How do candidates demonstrate knowledge of institutional and environmental conditions that place pupils at risk for failure or early school dropout?

- In what ways do candidates demonstrate knowledge of assessment procedures including tests, record reviews, observations, and interviews as part of the process of early identification of learning problems?

- How do candidates demonstrate knowledge of a variety of strategies, programs, interventions, methods and techniques proven to promote academic success?

- How effectively do candidates demonstrate knowledge of methods and techniques for resolving conflict between and among pupils and groups of pupils and for promoting positive intercultural, interethnic relationships among pupils, family, and school staff?

- How well do candidates demonstrate knowledge of methods of promoting positive and supportive relationships with pupils such as counseling, teacher collaboration, classroom consultation, advocacy, peer counseling and parent education in working with school staff, parents and other persons having influence on pupils’ lives?

- How do candidates demonstrate knowledge of the effects of grade retention on achievement, learning, and social and emotional development?
Standard 6: Professional Ethics and Legal Mandates

The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.

- How do candidates demonstrate familiarity with laws and regulations pertaining to children and families, such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education?
- In what ways do candidates demonstrate knowledge and skills effectively advocate for children, families, and school staff to ensure that the spirit and intent of relevant laws and legal mandates are maintained?
- How well do candidates demonstrate ability to keep informed of changes in laws and regulations related to California public education?
- How effectively do candidates demonstrate ability to recognize and evaluate potential ethical conflicts that arise within the school setting?
- How do candidates demonstrate knowledge of the appropriate options to be pursued when confronted with ethical dilemmas?
- In what ways do candidates demonstrate knowledge of the implications and legal applications of due process?

Standard 9: School Safety and Violence Prevention

The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.

- How well are candidates able to help pupils cope with grief and loss in their lives and to implement procedures to assist those who require more intensive interventions?
- To what extent are candidates aware of issues and procedures related to successfully identifying those youths who exhibit behaviors suggesting that they might be at risk of violence, victimization or perpetration?
• How effectively are candidates able to use negotiation skills, conflict management skills, and mediation skills to help school staff communicate with difficult and or angry parents, pupils, teachers, and other school staff?

• How aware are candidates of the influence of environment, community context, and substance use on the occurrence of violence and how capable are they incorporating this knowledge into a comprehensive school safety plan?

• In what ways do candidates demonstrate knowledge of theories of violence and aggression, particularly as they relate to a pupil’s development?

• How do candidates demonstrate knowledge and skills related to implementing crisis interventions and management, including triage (prioritizing needs in emergency situations), psychological first aid, and follow-up with pupils, parents, and school staff?

• To what degree do candidates demonstrate knowledge of bullying behavior in school and have skills in applying research-based models and programs designed to limit the occurrence of bullying on school campuses?

• To what extent do candidates understand the dynamics of the laws pertaining to and strategies to reduce the incidences of sexual harassment in school?

• In what ways do candidates demonstrate knowledge about exposure to violence as a significant development risk factor in the lives of children and adolescents?

• To what extent do candidates demonstrate knowledge about the role that both inter-group conflicts and gang activity can play in the occurrence of school site violence?

• How comprehensive are candidates’ knowledge about school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the school yard?

• In what ways do candidates demonstrate knowledge of methods of assessment that contribute to interventions for the development of pupils’ self-esteem and lowering the risk of suicide and substance abuse?

**Standard 18: Professionalism, Ethics and Legal Mandates**

The program provides candidates with an understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

• How well do candidates demonstrate knowledge and understanding of the necessity for ongoing education as a part of professional development?
• How adequately do candidates demonstrate awareness of current trends in education and the impact of these trends on their professional identity?

• How well do candidates understand the benefits of belonging to a professional organization that represents school counseling interests?

• To what extent does the program allow candidates to demonstrate knowledge of the state requirements for academic achievement, promotion and retention policies and high school graduation?

• How well do candidates understand California and federal laws and regulations affecting school counseling and guidance programs, pupils and staff, such as confidentiality, child abuse reporting, and pupil records?

• To what extent do candidates demonstrate knowledge of the ethical standards and practices developed by the American Counseling Association (ACA) and the American School Counselor Association (ASCA)?

• To what extent do candidates demonstrate the skill of applying ACA and ASCA’s ethical standards and practices to specific counseling situations?

**Standard 23: Advocacy**

Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are also able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.

• How well do candidates demonstrate knowledge of current and potential biases and discrimination in educational programs, services and systems that limit, impede or block the highest educational attainment possible for all pupils?

• How effectively do candidates demonstrate knowledge of the barriers to the highest learning and achievement for all pupils, and how they can limit the future educational and career outcomes for pupils?

• How do candidates demonstrate knowledge of school learning support programs and services that promote high academic attainment and learning success?

• In what ways do candidates demonstrate knowledge of and skill in advocating for high academic expectations and learning success for all pupils?

• How well do candidates demonstrate knowledge of educational and career paths and skill in advocating for pupils in a manner that increases student motivation, high expectations and learning success?

• How thoroughly do candidates demonstrate knowledge of the academic and learning required for pupils to be eligible for admission to a four-year college or university?
CWA Standards

Standard 2 Laws Pertaining to Child Welfare And Attendance

Candidates demonstrate knowledge and application of laws related to child welfare and attendance as found in the California Education Code, California Code of Regulations, Title 5, Welfare & Institutions Code, Penal Code, local and civil confidentiality, the custody, regulation, attendance and education of minors, including suspension, expulsion and due process.

- How well do candidates demonstrate knowledge, understanding and ability to apply laws related to child welfare and attendance, such as student discipline proceedings, due process, pupil records, confidentiality, custody, compulsory school attendance, child abuse reporting and child protection?

- How well do candidates demonstrate knowledge, understanding and ability to apply state and federal laws pertaining to all residency and alternative enrollment options and custody situations including foster care, adoption issues, and individual, group and institutional placements?

- To what extent do candidates demonstrate knowledge and understanding of the legislative process as it relates to pupil personnel services, such as impact of legislation on day-to-day operations and analysis of legislation?

- In what ways do candidates demonstrate knowledge and understanding of the ability to monitor district compliance with state and federal mandates on matters pertaining to child welfare and attendance?

- How clearly do candidates demonstrate knowledge of laws related to due process and the appropriate use of severance of school attendance?

- To what degree do candidates demonstrate the appropriate use of legal alternatives to regular California public school attendance in discipline proceedings?

- To what extent do candidates demonstrate knowledge and understanding of promotion and retention policies, high school graduation requirements and minimum day attendance requirements?

Secondary Learning

Standard 3 Socio-Cultural Competence

Standard 7 Family-School Collaboration

Standard 28 Organizational and System Development

CWA Standard

Standard 5 School Culture and Related System
College of Education Mission: The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Counselor Education PPSC Program Mission: The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

For, while the tale of how we suffer, and how we are delighted, and how we may triumph is never new, it always must be heard. There isn't any other tale to tell, it's the only light we've got in all this darkness...And this tale, according to that body, those strong hands on those strings, has another aspect in every country, and a new depth in every generation.

--James Baldwin

COURSE DESCRIPTION:

Advanced study of concepts and procedures of counseling and consulting with an emphasis on understanding human behavior dynamics in the context of specific ethnic and cultural experiences.

COURSE OBJECTIVES:

Purpose: This course is designed to focus on cross-cultural issues through literature review and other media, thereby provoking thoughtful introspection and discussion. It promotes tolerance of diverse viewpoints, respect for individual rights, informed participation, and equality of opportunity.

Objectives:
1. To assist the learner to be aware of the similarities and differences among cultures, values, and plight of the diverse population.
2. To assist the learner to understand his/her own feelings, values and cultural background regarding the affected groups.
3. To assist the learner in understanding counseling implications and making potential decisions as a counselor.
4. To provide the learner with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
Rationale: Shrank and Engels (1981) found considerable empirical support for the use of bibliotherapy in positively impacting attitude change, assertiveness, helper effectiveness, self-development, and other forms of therapeutic gain. "Counselors need to acquire cultural knowledge about ethnic minorities if they hope to understand and counsel more effectively. Counselors must develop counseling skills consistent with goals, cultural practices, life-styles, and identity development stages of minority clients" (Parker, 1983). Similarly, Sue and Sue (1977) stress the "importance of the counselor's knowledge and understanding of cultures, and the awareness of the genetic characteristics and inherent value assumptions in the different schools of counseling...success often depends on the counselor's flexibility with the techniques suitable to that cultural group."

CLASS ACTIVITES:

1. A. Select three books to read from the reading list - one of the books must be of poetry. Keep a journal in which you write your reaction to the theme(s), conflicts, meaningful quotations, insights and revelations, questions, possible implications for you as a counselor. Please no summaries of the readings, your reactions only. Journal entries are to be completed before each session to be ready for use in discussions of awareness process groups. Entire journal to be turned in on August 7, 2003

   B. View three movies from the list and write your reactions in the above journal (also be used in awareness process groups).

2. "State of the Art" Panel Presentations: Each student is to participate in a panel discussion for the purpose of informing the class of the effects of racism on the four groups emphasized in this class. The "State of the Art" presentation will be based upon research, demonstration, class interaction and data and not on opinion. Each panel presentation is coordinated by a general subject/theme. Several students will be assigned to that theme. Each student assigned to that panel will coordinate selected subtopics with the theme assigned to the group. Thus it is a group assignment and a group presentation organized by the group.

3. "State of the Art" paper: From the assigned topic used for the panel discussion, you will write a 4-6 page paper of your research which will include: documentation, trends, data, future projections, and conclusions. Paper due on August 1, 2002

4. Awareness process groups and two group laboratory sessions: Participation in the awareness process groups and the laboratory is vital for the exchange of ideas and your own awareness and understanding of various topics relating to the affected groups.

   Topics:
   Education system
   Criminal Justice System
   Social system
   Health system
   Social economic development
   Psychological/Counseling services

COURSE EVALUATION:
Group Presentation ------------------------------------- 25%
"State of Art" paper ----------------------------- 25%
Journal of readings or films ---------------------- 25%
Participation in process groups and laboratory ---- 25%

**COURSE SCHEDULE:** (Based on 5 hours per session)

**Session 1**
Introduction, importance of the cultural competence
Select topics for panel discussions
Select Awareness/process groups
Meet in process groups

**Session 2**
Film "El Norte", the demographic shifts in California and the effect these changes have on school counseling

**Session 3**
Laboratory – Community cultural experiences

**Session 4**
Panel Discussion: Discrimination and cultural bias in education system and their impact to student growth and learning,
Awareness process groups

**Session 5**
Panel Discussion: Advocating for educational equity and social justice, various advocacy roles and strategies for PPS school counselor and CWA
Awareness process groups

**Session 6**
Panel Discussion: Social System and working with diverse parents and families
Awareness process groups

**Session 7**
Panel Discussion: Poverty and social economic influences on student learning
Awareness process group

**Session 8**
Panel Discussion: Impact of bias and prejudice in health system
Awareness process group

**Session 9**
Panel Discussion: Assessing client’s cultural background, values, and provide effective counseling services
Awareness process groups; Paper and Journal Due

**EDCO 244G: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS**

**Primary Learning**

**Standard 3: Socio-Cultural Competence**

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from
diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity.

An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.

- How do candidates demonstrate an understanding of the literature related to cultural competence as well as the various ways to assess their proficiency in applying culturally appropriate interventions?
- To what extent do candidates demonstrate an understanding of how their own personal values influence their ability to work effectively with pupils who have different values and beliefs?
- In what ways do candidates show an understanding of the impact of bias, prejudice, processes of intentional and unintentional imposition, entitlement and discrimination, as well as other culturally-supported behaviors, on pupils’ growth and learning?
- In what ways do candidates demonstrate knowledge of how social and cultural influences in the school environment affect delivery of pupil services?
- How effectively do candidates demonstrate knowledge and understanding of, and sensitivity to, the effect socio-cultural influences have on communication when working with individuals and families from various backgrounds?
- How effectively do candidates demonstrate knowledge of culturally sensitive strategies for involving parents and families in their children’s education?
- In what ways do candidates demonstrate knowledge of the dynamics and processes involved in acculturation and assimilation?
- In what ways do candidates demonstrate the ability to assess the cultural background, values, and mores or pupils and their families?
- How effectively do candidates demonstrate understanding of their own professional leadership role in advocating for educational equity, social justice, and harmony and peace among diverse groups of pupils, families and school staff?
- How well do candidates understand the demographic shifts in California and the effect these changes have on pupil learning?
- In what ways do candidates demonstrate effective ways to assess and manage diverse community contexts in order to create effective learning environments?

**CWA Standard**
Standard 5  School Culture and Related Systems

Candidates understand the organizational culture and politics of public school and related systems particularly as they relate to the role of student advocate and the professional role of the child welfare and attendance supervisor.

- To what extent do candidates demonstrate an understanding of the various advocacy roles of the CWA professional, including student, parent and professional advocacy?

- How clearly do candidates understand the school system organization and governance structure and the role CWA plays within the structure?

- How well do candidates understand the role of professional organizations including national, state and local organizations?

- How do candidates demonstrate an understanding of the strategies for advocating for CWA services and programs?

Secondary Learning

Standard 4  Assessment

Standard 5  Comprehensive Prevention & and Early Intervention for Achievement

Standard 11  Learning Theory and Educational Psychology

Standard 14  Human Relations

Standard 23  Advocacy

CWA Standard

Standard 6  Assessment and Evaluation of Barriers for Underachieving Learners  (CWA)
COURSE DESCRIPTION:

This course is a study of the dynamics of individual and group behavior over the life span. The course will exam the basic theories of counseling and various techniques practiced by counselors. Students will become more familiar with selected personality and development theories and practices. Three Units.

METHOD OF INSTRUCTION:

The course will include lectures, discussions, activities and group work. Small group discussions and group presentations will also be important components of the course. Each student will be responsible for his or her part in a small group and a group presentation.

COURSE OBJECTIVES:

To fulfill the general competencies stated within the Standards of Quality Effectiveness for Pupil Personnel Services Credentials developed by the State of California, Commission on Teacher Credentialing. The Standards covered in this course are:

- To provide students with knowledge of and skill in applying research based counseling theories to particular problems and populations through individual or small group counseling, such as anger management, suicide prevention and intervention, stress reduction, eating disorders, depression, divorced parents, grief and loss.

- To provide students with knowledge of typical and atypical growth and development, including relevant theories, research, and other information related to pupil’ strengths and weaknesses that affect learning in school, community and family environments.

- To provide students with knowledge of learning theories and psychological factors influencing learning and teaching

- To develop assessment, self-evaluation, and critical thinking skills.
To develop an awareness of students’ own values, beliefs, and cultural history and see how these support and hinder attempts to work professionally with others.

To encourage students’ integration of theoretical and experiential learning in order to form a personal model of the counseling process.

To support the learning environment of the class and help facilitate the development of classmates’ self study of theory and skills acquisition.

**COURSE REQUIREMENTS AND GrADING PROCEDURE:**

This course is graded on an ‘A’, ‘B’, ‘C’ etc. basis. All activities will be graded according to weights indicated below; and the final course grade will be based on completion of all activities. Graded activities are:

- Participation: *Please plan on participating and staying until 6:45pm each week.* Participation in all activities is required and evaluation of this will be reflected in completing assignments below:

  - Participation in Small Learning Group [30%]: Portions of each class will be spent in small groups practicing the application of theories and skill development based on the assigned reading for the week and the lecture/presentation. This will be accomplished through various exercises. Your individual success in this course is based on willingness to be both physically and emotionally present in class each week for these groups. Thus, any absences will not only hinder your own development, but also that of your group members. Your commitment to be here weekly is important. Since personal sharing will be a natural part of the small group, strict professional confidentiality will be observed and assured by all class members.

  - Group Presentation [30%]: During the first week of the class students will sign up for a group presentation covering a Counseling theory (from the Seligman text). Class presentations will:
    * Explain and/or demonstrate the theory/theorist
    * Answer the questions: Does the theory work? With whom? How and why is the theory effective and most suitable for particular persons and situations?
    * Be creative and visual (overheads, posters, and/or PowerPoint presentation)
    * Distribute a hand-out for the class with references
    * Involve all group members (you will be graded individually)
    * No more than one hour in length

  - Self Analysis [20%]: In Chapter 26, Figures 26-1 to 26-4 (pp. 560-575) compare each theory on several key characteristics. As you read chapters throughout the semester, use these figures to summarize your preferences for each theory studied. Do this by placing a “+” for positive, “o” for neutral, or “-“ for negative next to each characteristic of the theory listed in the figure. Do this quickly each week, as you will finish reading each chapter since your first impressions are usually best. Then, at the end of the semester, prepare a concise one-page summary listing each characteristic and the corresponding positive, neutral, and negative aspect of each characteristic. The finished summary should give you a good outline for our personal theory preferences. We will share these summaries in class.
Final Exam [20%]
There will be a final objective exam covering all assigned readings from the Seligman text. We will use the T&E 0200 answer sheet. (A study guide/practice exam will be given at Session 12).

REQUIRED TEXT:


WEEKLY SCHEDULE:

Session 1    Introduction; history and trends in counseling, foundation of school counseling programs

Session 2    Scientific method, common elements in all theories, necessary elements regarding client and counseling process. Readings: Chpt. 1

Session 3    Classic Psychoanalysis (Freud vs Erickson) Basic elements, applications, developmental stages, pros and cons of the theory. Readings: Chpt. 4

Session 4    Adlerian Theory (Alder) Basic elements, applications, developmental stages, pros and cons of the theory. Readings Chpt. 6

Session 5    Behavior Therapy (Skinner, Wolpe) Basic element, applications, stages, pros and cons of the theory. Readings: Chpt. 10

Session 6    REBT (Ellis), Cognitive Behavioral Therapy (Beck). Basic elements, applications, pros and cons of the theory. Readings: Chpt. 11

Session 7    Person centered Therapy (Rogers). Basic elements, applications, pros and cons of the theory. Readings: Chpt. 8

Session 8    Gestalt Therapy (Perls, Perls). Basic elements, applications, developmental stages, pros and cons of the theory. Readings: Chpt. 9

Session 9    Reality Therapy (Glasser). Basic elements, applications, pros and cons of the theory. Readings: Chpt. 12

Session 10   Positive Psychology (Seligman). Basic elements, application, pros and cons of the theory. Readings: Chpt. 17

Session 11   Action and Learning Theories, the relationship of learning theories and teaching/counseling strategies, emotion and barriers to learning

Session 12   Psychological elements related to teaching, student academic learning and performance
EDCO 248: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS

Primary Learning

Standard 2: Growth and Development

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

- In what ways do candidates demonstrate knowledge of relevant research and theories of typical and atypical growth and development as they relate to pupil progress?

- How does the program provide opportunities for candidates to understand school, community, and family environmental factors and their influence on pupil learning?

- To what extent do candidates know the positive influences on pupil development including: (a) nutrition and fitness, (b) factors of resiliency, (c) home, family and school environments, (d) peer and mentor relationships, (e) and community factors?

- How do candidates demonstrate knowledge of factors that impede or limit pupil development including stereotyping, socioeconomic status, inadequate language development, negative school climate, and discrimination?

- To what degree do candidates demonstrate knowledge of principles and methods to (a) help pupils overcome barriers to learning and (b) learn effective strategies to plan, organize, monitor and take responsibility for their own learning?

- To what degree do candidates demonstrate knowledge of risk factors and protective assets that inhibit or facilitate pupils’ positive development?

- To what extent do candidates know of models that can be used to inform school staff and parents about developmental trajectories that are associated with pupils becoming involved in antisocial or aggressive behavior?

Standard 11: Learning Theory and Educational Psychology

The program provides candidates with opportunities and experiences to display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural
differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.

- To what extent do candidates display knowledge about theories of learning?
- To what degree do candidates understand the role of parents and other caregivers in the support of pupil learning?
- In what ways do candidates demonstrate knowledge about barriers to learning?
- To what extent do candidates exhibit knowledge about developing positive, culturally-sensitive learning environments?
- To what extent do candidates exhibit an understanding of the strategies and techniques to help pupils accept responsibility for their own learning?
- In what ways do candidates demonstrate knowledge about how feelings and emotions influence the learning process and impacts pupil self-esteem?

**Standard 21: Personal and Social Development**

The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

- In what ways do candidates demonstrate knowledge of relevant research and theories of typical and atypical growth and development as they relate to pupil progress?
- How does the program provide opportunities for candidates to understand school, community, and family environmental factors and their influence on pupil learning?
- To what extent do candidates know the positive influences on pupil development including: (a) nutrition and fitness, (b) factors of resiliency, (c) home, family and school environments, (d) peer and mentor relationships, (e) and community factors?
- How do candidates demonstrate knowledge of factors that impede or limit pupil development including stereotyping, socioeconomic status, inadequate language development, negative school climate, and discrimination?
- To what degree do candidates demonstrate knowledge of principles and methods to (a) help pupils overcome barriers to learning and (b) learn effective strategies to plan, organize, monitor and take responsibility for their own learning?
- To what degree do candidates demonstrate knowledge of risk factors and protective assets that inhibit or facilitate pupils’ positive development?
• To what extent do candidates know of models that can be used to inform school staff and parents about developmental trajectories that are associated with pupils becoming involved in antisocial or aggressive behavior?

**Standard 25: Individual Counseling**

Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.

• How well do candidates demonstrate knowledge of and skills in applying theories of counseling as they pertain to counseling pupils in schools?

• How adequately do candidates demonstrate knowledge of and skill in assisting individual pupils identity and express feelings, contain intense and overwhelming emotion, and work through emotional conflicts and problems.

• To what extend do candidates demonstrate knowledge of the assessment of student mental and emotional problems for the purposes of determining appropriateness and selection of supportive programs and services?

• How effectively do candidates demonstrate knowledge of and skill in making appropriate and effective referrals to community mental health agencies and professionals?

• How well do candidates demonstrate knowledge of and skill in applying research based counseling theory to particular problems and populations through individual or small group counseling, such as anger management, suicide prevention and intervention, stress reduction, eating disorders, depression, divorced parents, grief and loss?

**Secondary Learning**

Standard 3  Socio-Cultural Competence

Standard 4  Assessment

Standard 6  Professional Ethics and Legal Mandates

Standard 8  Self-esteem and Personal and Social Responsibility

Standard 17  Foundations of the School Counseling Profession
College of Education Mission: The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Counselor Education PPSC Program Mission: The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

COURSE DESCRIPTION:

The overall purpose of this course is to enable students to attain basic knowledge, skills and competence necessary in individual career counseling and in planning programs for educational and career counseling. Three Units.

COURSE OBJECTIVES:

This course will provide an opportunity for students:

1. To examine the meaning of work and its relationship to life-long learning
2. To explore the new and changing job demands
3. To assess how people make career choices which are suitable to the person and are viable in society.
4. The course will focus on counseling theories and strategies in promoting life-span career planning and decision making.
5. The course will also focus on self-esteem and personal and social responsibility
6. Students will be provided as much opportunity as the classroom experience will allow to build and experience counseling procedures for specific objectives.
7. Students will be allowed considerable leeway in developing career counseling objectives and implementing appropriate intervention strategies to accomplish established career counseling theories.

EXPECTATIONS AND EVALUATION:

- Write a career development paper with reflection of self analysis, self-esteem, personal, social, and academic development and their relationship to lifelong learning (30%).
- Write a resume for a counseling position (10%)
- Two group presentations: 1. Present a video clip to analyze a case with career counseling theories(25%); 2. Develop a career education/counseling program (25%)
- Participation in class activities and discussion is essential for meeting the stated purposes for this course (10%).
TEXTBOOK & TESTS:

2. Self-Directed Search (SDS)
3. Myers-Briggs Type Indicator (MBTI)
4. Strong Interest Inventory

COURSE SCHEDULE:

Session 1  Course overview, history, trends and professional organizations
Definitions of career, career counseling, the role of the career professional and the meaning of work.
Reading Assignment: Chapters 1, 2, 3

Session 2  History of career development, life-long learning and career planning,
Theories of career development and models of career counseling
(Complete all the career inventories)
Reading Assignment: Chapters 4, 5

Session 3  Career counseling theories (cont’d) and career counseling Models
Reading Assignment: Chapters 6, 7

Session 4  Self-esteem, personal/social responsibility, growth and life-span learning
No Reading Assignment

Session 5  Assessment and using assessment for career and education planning
No Reading Assignment

Session 6  Career counseling: consolidating, decision making, action Planning, Implementation
Reading Assignment: Chapters 15, 16, 17

Session 7  Terminating (Well) and Follow Up
Reading Assignment: Chapter 12

Session 8  Career counseling at-risk-youth, influence of family on career and education Planning
Reading Assignment: Chapters 10, 11, 13, 14

Session 9  Multicultural dimensions of career counseling, gender issues, ethics
Reading Assignment: Chapter 8

Session 10  Career counseling and technology, career and occupational information, career transitions
Reading Assignment: Chapter 9

Session 11  Work Settings, Labor Market Trends
Reading Assignment: Chapters 18, 19
Primary Learning

Standard 2: Growth and Development

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils' strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

- In what ways do candidates demonstrate knowledge of relevant research and theories of typical and atypical growth and development as they relate to pupil progress?
- How does the program provide opportunities for candidates to understand school, community, and family environmental factors and their influence on pupil learning?
- To what extent do candidates know the positive influences on pupil development including: (a) nutrition and fitness, (b) factors of resiliency, (c) home, family and school environments, (d) peer and mentor relationships, (e) and community factors?
- How do candidates demonstrate knowledge of factors that impede or limit pupil development including stereotyping, socioeconomic status, inadequate language development, negative school climate, and discrimination?
- To what degree do candidates demonstrate knowledge of principles and methods to (a) help pupils overcome barriers to learning and (b) learn effective strategies to plan, organize, monitor and take responsibility for their own learning?
- To what degree do candidates demonstrate knowledge of risk factors and protective assets that inhibit or facilitate pupils’ positive development?
• To what extent do candidates know of models that can be used to inform school staff and parents about developmental trajectories that are associated with pupils becoming involved in antisocial or aggressive behavior?

Standard 8: Self-esteem and Personal and Social Responsibility

The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.

• In what ways do candidates demonstrate knowledge of how the unique qualities of each individual are accepted, appreciated, affirmed and used as a bridge to positive personal relations?

• To what extent do candidates understand the importance of school organizational and educational policies and procedures as they relate to effective classroom management, positive adult-pupil relationships, effective approaches to discipline, and the development of personal and social responsibility and self-esteem?

• To what extent do candidates demonstrate an understanding of how self-esteem affects each pupil and the overall school climate?

• To what degree do candidates understand how personal and social responsibility relates to citizenship in a changing society?

• To what extent do candidates recognize how their own self-esteem affects pupils, staff, and families?

• In what ways do candidates demonstrate knowledge of curriculum related to self-esteem, personal and social responsibility?

• In what ways do candidates display and understanding of the benefits of positive personal self-esteem and its impact on pupil resiliency and learning?

• How effectively do candidates demonstrate skill in methods of social skills training that enhance pupils’ ability to use positive decision making skills in social situations?

• To what extent do candidates demonstrate knowledge of and ability to use multiple procedures for the assessment of self-esteem?

Standard 20: Career Development

One goal of education is to prepare pupils to be knowledgeable and contributing members of society. While classroom instruction and learning focus on curricular contents and processes, school counseling programs also address the relationship between education and the world of work. Counselors provide guidance to pupils in the area of career development that gives education relevance and meaning, increases motivation, and establishes goals and direction for learning and achievement. School counselors must be prepared to organize and implement career and vocational development programs.
for all pupils at all school grades and levels in order to ensure student success and successful transition from school to career and the future.

- How thoroughly do candidates demonstrate knowledge of the world of work, employment trends, career clusters and pathways, career choice theories, and school-based career development programs?

- How effectively do candidates demonstrate knowledge of career and vocational information resources including: labor market information, visual and print media, computer-based career information systems, and skill in accessing these resources to assist pupils in their career development and decision-making?

- How do candidates demonstrate knowledge of and skill in career development program planning, organization, implementation, administration and evaluation?

- How well do candidates demonstrate knowledge of and skill in using assessment instruments and techniques relevant to career planning and decision making?

- In what ways do candidates demonstrate knowledge of and skill in career and educational assessment, planning, and evaluation?

- To what extent do candidates demonstrate knowledge of and skill in using technology-based career development programs and strategies?

- How do candidates demonstrate knowledge of and the ability to teach and develop essential employability skills such as teamwork, problem solving, and organizational skills?

**Standard 21: Personal and Social Development**

The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

- How do candidates enable pupils to acquire knowledge of their own personal strengths, assets, personal values, beliefs and attitudes?

- How do candidates demonstrate knowledge of and skill in developing programs that enable pupils to: develop positive attitudes towards themselves as unique and worthy persons; identify and express feelings, recognize personal boundaries, rights and privacy needs; understand the need for self control and how to practice it; demonstrate cooperative behavior in groups; develop effective communication skills; and identify and discuss changes in personal, social and family roles?

- How well do candidates demonstrate skill in helping pupils to: respect alternative points of view; recognize, accept, respect and appreciate individual differences; and appreciate cultural diversity and family configuration patterns?
• How effectively do candidates demonstrate the ability to: teach pupils a decision making and problem solving model; enable pupils to understand consequences of decisions and choices; identify alternative solutions to problems; and develop effective coping skills for dealing with problems, including seeking professional help?

• To what extent do candidates demonstrate the ability to: educate and train pupils successfully in conflict resolution skills, develop respect and appreciation for individual and cultural differences, and know when peer pressure is influencing a decision?

• In what ways do candidates demonstrate the ability to: assist pupils in identifying short and long-term goals; set realistic and achievable goals; and develop a plan of action for successfully achieving those goals?

• How do candidates demonstrate knowledge of how to help pupils learn and understand: the relationship between rules, laws, safety and the protection of individual rights; the difference between appropriate and inappropriate physical contact; personal boundaries, rights, and personal privacy; how to identify peer and professional resources in the school and the community; the emotional and physical dangers of substance use and abuse; how to cope with peer pressure; the techniques for managing stress and conflict; and the skills for coping with and managing life events?

**Secondary Learning**

Standard 4 Assessment

Standard 5 Comprehensive Prevention & Early Intervention for Achievement

Standard 15 Technological Literacy

Standard 17 Foundations of the School Counseling Profession

Standard 19 Academic Development

Standard 23 Advocacy

Standard 24 Learning, Achievement and Instruction

Standard 25 Individual Counseling

Standard 26 Group Counseling and Facilitation

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**University, College, or Department Policy Information:**

a) Academic integrity statement (from Office of Judicial Affairs):
Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work.
Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at http://www2.sjsu.edu/senate/S04-12.pdf

b) Campus policy in compliance with the Americans with Disabilities Act:
“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

c) Policies and Procedures:
To ensure that every student, current and future, who takes courses has the opportunity to experience an environment that is safe, attractive, and otherwise conducive to learning, San José State has established the following policies:

Eating:
Eating and drinking (except water) are prohibited in the classrooms. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

Cell Phones:
Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use:
In the classroom, faculty allow students to use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course.

Expectations regarding classroom behavior:
See Academic Senate Policy S90-5 on Student Rights and Responsibilities.

Other Expectations:
You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at http://www2.sjsu.edu/senate/S04-12.pdf

Academic Honesty:
Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

Other Information:
Please be aware of the school policies related to plagiarism. A definition of plagiarism as that found on Judicial Affairs website at http://www2.sjsu.edu/senate/plagarismpolicies.htm This will apply for all class assignments.
College of Education Mission: The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Counselor Education PPSC Program Mission: The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

COURSE DESCRIPTION:

This course will enable the student to attain basic competence in individual career counseling. The word competence, as used here, indicated that the student will demonstrate the ability to conduct career counseling and involve the client in a helping relationship, deep appropriate counseling objectives based on the developmental level of the client and the client’s presenting problems, provide a coherent rational for objectives based on established counseling theories, and to use appropriate counseling techniques to progress toward the implementation of these objectives.

A personal and professional growth dimension is implied in the statement of competency provided above. It is expected that the student will be able to develop a helping relationship with clients or classmates with whom the student attempts to work. It is also expected that the student will remain receptive to feedback and will maintain awareness of his/her personal impact on clients and how the student is perceived and experienced by different clients. Such information provides the basis for planning appropriate professional growth activities, both long and short term. Three Units.

COURSE OBJECTIVES:

The purpose of this course is to utilize the knowledge, skills, attitudes and competency gained from EDCO 266 to conduct individual career counseling and group activity in EDCO counseling laboratory with SJSU undergraduate students. Through this practicum experience student will learn:

1. How to develop appropriate counseling objectives and plans base on the developmental level of the client and the client’s presenting problems. Use appropriate counseling techniques to move clients to:
   a. Gather the kinds of data through interview and assessment information necessary to help clients to gain self-esteem, self-awareness, and make informative and rational career decision
   b. Explore possible rewards and satisfactions associated with each career choice considered
c. Explore potential work conditions, occupation information associated with occupational options
d. Obtain employability skills include how to prepare for job interview, improving personal qualifications, problem solving and organizational strategies
e. Form education plans and action plans to ensure established goals to be achieved

2. How to observe counseling process and provide feedback and consultation through lab experience as well as models for best practices in consultation, supervision and mentoring.

3. How to plan, organize and deliver counseling service as professional such as keeping client confidentially, appropriate client/counselor relationship, appropriate usage of assessment results and organize counseling data and information.

4. Evaluate effectiveness of counseling and helping relationship through case study.

COURSE EXPECTATIONS AND EVALUATION:

Three career counseling case studies: Conduct three counseling interviews for three different clients and prepare case management reports. Utilize career development theories and approaches as a framework and other courses content as appropriate. 40%

Transcription: Each student will prepare 3-5 minute segment from a career counseling session. The transcription will be written and include the counselor’s analysis of interaction. This transcription will be prepared from video or audiotape. 35%

Attendance and participation are mandatory – Punctuality and peer feedback. 25%

REQUIRED TEXT:


COURSE SCHEDULE:

Session 1 Introduction, career professional ethics and organizations
Session 2 Career counseling process
Session 3 Career counseling interview skills
Session 4 Interpretation of career assessment inventories
Session 5 Lab counseling, observation and consultation
Session 6 Lab counseling observation and consultation
Session 7 Lab counseling observation and consultation
Session 8 Class – Discussion/Instructions for transcription/case studies
Session 9    Lab counseling, observation and consultation
Session 10   Lab counseling, observation and consultation
Session 11   Lab counseling, observation and consultation
Session 12   Lab counseling, observation and consultation
Session 13   Lab counseling, observation and consultation
Session 14   Lab counseling, observation and consultation
Session 15   Lab counseling, observation and consultation
Session 16   Case Presentations – All Assignments due

**RECOMMENDED JOURNALS:**

Journal of Employment Counseling
Journal of Occupational Psychology
Journal of Vocational Behavior
Career Development Quarterly
Vocational Guidance Quarterly

**RECOMMENDED READINGS:**


EDCO 267: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS

Primary Learning

Standard 16: Supervision and Mentoring

The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

- How effectively do candidates demonstrate familiarity with supervision and mentoring models such as: administrative, behavioral, clinical, or professional growth and development?

- In what ways do candidates demonstrate knowledge of professional guidelines and standards for the supervision and mentoring of each credential candidate in field experience placement?

- How well do candidates demonstrate knowledge of current professional literature about best practices in supervising field experience training?

- In what ways do candidates display knowledge of mentoring and consultation among professional colleagues?

Standard 20: Career Development

One goal of education is to prepare pupils to be knowledgeable and contributing members of society. While classroom instruction and learning focus on curricular contents and processes, school counseling program also address the relationship between education and the world of work. Counselors provide guidance to pupils in the area of career development that gives education relevance and meaning, increases motivation, and establishes goals and direction for learning and achievement. School counselors must be prepared to organize and implement career and vocational development programs for all pupils at all school grades and levels in order to ensure student success and successful transition from school to career and the future.

- How thoroughly do candidates demonstrate knowledge of the world of work, employment trends, career clusters and pathways, career choice theories, and school-based career development programs?

- How effectively do candidates demonstrate knowledge of career and vocational information resources including: labor market information, visual and print media, computer-based career information systems, and skill in accessing these resources to assist pupils in their career development and decision making?
• How do candidates demonstrate knowledge of and skill in career development program planning, organization, implementation, administration and evaluation?

• How well do candidates demonstrate knowledge of and skill in using assessment instruments and techniques relevant to career planning and decision making?

• In what ways do candidates demonstrate knowledge of and skill in career and educational assessment, planning, and evaluation?

• To what extent do candidates demonstrate knowledge of and skill in using technology-based career development programs and strategies?

• How do candidates demonstrate knowledge of and the ability to teach and develop essential employability skills such as teamwork, problem solving, and organizational skills?

Secondary Learning

Standard 2 Growth and Development
Standard 3 Socio-Cultural Competence
Standard 4 Assessment
Standard 6 Professional Ethics and Legal Mandates
Standard 8 Self-esteem and Personal and Social Responsibility
Standard 10 Consultation
Standard 18 Professionalism, Ethics and Legal Mandates
Standard 21 Personal and Social Development
Standard 23 Advocacy
Standard 25 Individual Counseling
Standard 26 Group Counseling and Facilitation
EDCO 282  Educational Assessment for Counselors

**COURSE DESCRIPTION:**

This course is part of the core requirements in the counselor education program. It focuses on the theory and techniques of assessing student in education, assessing children and adults. Three Units.

**COURSE OBJECTIVES:**

1. To help students understand the ethical dimensions of using tests and assessment data.

2. To teach students the characteristics which define a variety of mental health and educational problems so that students can make differential diagnoses and utilize deferent assessment models.

3. To assist students in making psychological and educational assessments through “hands on” experiences.

4. To help students understanding issues related to assessments for diverse populations of people.

5. To help students obtain knowledge and methods of using assessment data to support data-based decision making for counseling program development.

**COURSE REQUIREMENTS:**

1. Assessment papers. Over the semester each student will be asked to write three assessments. These papers will be evaluations of mental or educational problems of actual people the student chooses to work with. Each evaluation paper should be 3-5 pages and must include an assessment of the problem(s), including an evaluation of the strengths and weakness of the client.

2. Each student will be expected to spend three hours per week making assessments of clients.
3. Each student will also be asked to present orally to the class one of their three assessments. Students should write a one-page outline, which should be passed out the week before the presentation to each of the students in the class. In the outline the student should present the basic information about the client, and include information about where the client might be able to find help in the community. (This will help the students build a local resource list).

TEXTBOOK:


COURSE EVALUATION:

Three assessment papers will be granted on a 30 point scale while oral presentation will be graded on a 10 point scale. At the end of the course the grades will be averaged.

A = 90% or above, B=80-89%, C=70-79%. Classroom participation is important.

CLASS SCHEDULE:

NOTE: Reading assignment will be made in the appropriate sections of the text book. Students will be expected to read the assignments in advance.

Session 1  Introduction to class Ethics and evaluation Signs of danger to one’s self or to others, When to report

Session 2  The use of the DSM4R Multi-Axial System

Session 3  Student normal and abnormal growth and development Case study format, taking history

Session 4  Mental status examination,

Session 5  Models of assessments

Session 6  Cultural and linguistic issues in assessment as well as assessing barriers for underachieving learners (First paper due)

Session 7  Interpret and communicate results of test and assessment information

Session 8  School climate assessment and accountability based school counseling planning

Session 9  Legal and ethical use of tests and assessment tools, coordinating services

Session 10  Class presentations (Second paper due)

Session 11  Class presentations
EDCO 282: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS

**Primary Learning**

**Standard 4: Assessment**

The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.

- How well do candidates know and can apply established professional standards for the legal and ethical use of tests and other methods of assessment?

- To what degree do candidates demonstrate knowledge of appropriate models of assessment?

- How do candidates display knowledge and application of appropriate and technically adequate methods of assessment for purposes of ensuring result-based accountability?

- To what extent do candidates know and can apply technology for data collection and analysis that contribute to data-based decision making?

- In what ways do candidates demonstrate knowledge about appropriate methods of assessment for monitoring pupil progress to support effective instructional interventions?

- How effectively do candidates exhibit the ability to use appropriate methods of assessment for purposes of planning?

- How clearly do candidates demonstrate an ability to interpret and communicate results of standardized, norm-referenced, and other assessment information to parents, school staff, and the community?

- How do candidates demonstrate knowledge and application of skills in using different instruments and procedures to assess school climate for the purposes of promoting a supportive learning community in the school?
• In what ways do candidates demonstrate knowledge of the influence of cultural and linguistic factors on the validity and appropriate interpretation of assessment instruments?

• To what degree do candidates exhibit knowledge of the influence of medical and emotional disorders and the impact of pharmacological interventions on individual and group assessments?

CWA Standards

Standard 6: Assessment and Evaluation of Barriers for Underachieving Learners

Candidates demonstrate knowledge and skills pertaining to the assessment and amelioration of barriers to learning such as emotional, familial, educational, institutional, and community related factors that facilitate an environment for underachievement or school failure. Candidates also demonstrate understanding and ability to apply alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting. Among the various alternatives might include the GED, California High School Proficiency Examination, adult education, employment preparation, continuation schools, opportunity classes, community day centers, County Alternative Education Programs, independent study programs, special education programs, pregnant minor programs, parenting programs, Regional Occupational Programs and Centers, charter schools, summer school and community college.

• To what extent do candidates demonstrate an understanding of and an ability to work with various at-risk populations such as youth in out-of-home placement, pregnant and teen parents, homeless youth, dropouts, potential dropouts, delinquent youth, special education, disabled and expelled youth?

• How well do candidates understand conflict mediation and resolution and peer mediation methodologies that can be used to remove learning barriers?

• How adequately do candidates demonstrate knowledge of and the ability to facilitate staff development programs on issues pertaining to at-risk pupils and CWA?

• How well do candidates demonstrate an understanding of dropout prevention and attendance improvement practices?

• How thoroughly do candidates understand the critical dimensions involved in conducting successful home visitations including home assessment, triage (establishing priorities in crisis situations), strategies for personal safety, and culturally competent counseling with special consideration for race and poverty?

• In what ways so candidates demonstrate an understanding of parental involvement and parenting skills and their application and inclusion in CWA and educational issues?

• In what ways do candidates demonstrate knowledge of and the ability to identify health related resources and link them to student and family needs?
• How effectively do candidates demonstrate an understanding of strategies for involvement of parents of at-risk pupils in a linguistic and culturally competent manner with special consideration for race and poverty?

**Secondary Learning**

Standard 2  Growth and Development

Standard 5  Comprehensive Prevention & Early Intervention for Achievement

Standard 9  School Safety and Violence Prevention

Standard 13  Collaboration and Coordination of Pupil Support Systems

Standard 18  Professionalism, Ethics and Legal Mandates

Standard 19  Academic Development

Standard 21  Personal and Social Development

Standard 25  Individual Counseling

Standard 27  Collaboration, and Coordination and Team Building

Standard 30  Research, Program Evaluation and Technology
**COURSE DESCRIPTION:**

**Purpose:** Group counseling is a process that provides tremendous opportunities for change. Cunselees can be helped to identify, plan, practice and act upon goals within a safe and supportive setting. The purpose of this course is to gain understandings of the role and function of groups and group leadership in the change process. Inherent in the process of change is tolerance of diverse viewpoints, respect for individual rights and concern for the welfare of others. Three Units.

**COURSE OBJECTIVES:**

1. To develop knowledge and skills that enable student to participate effectively in group settings.
2. To develop competencies that aid in understanding of group content and process through peer helping groups.
3. To gain basic competency in group leadership.
4. To gain an understanding of a variety of group purposes, structures, and formats.
5. To develop competencies in the actual planning, implementation and evaluation of group practice in a laboratory setting with peer helping groups.

**Rationale:** "Attempting to lead groups without having an explicit theoretical rationale is like flying a plane without a flight plan...Group leaders without any theory behind their interventions will probably find that their groups never reach a productive stage" (Corey and Corey, 1987).

**Method:** Students will participate in group process experiences that are designed to assist the student in gaining personal competencies that lead to the ability to maintain membership in a group. The group process will be conducted so that students will have a vehicle for the understanding theory and the eventual translation of theory into practice. This is a laboratory course and as such will involve the actual participation of the Edco student with families and other members of the community. Counselor Education students will research, develop and conduct actual group experiences with these participants. In order to gain understandings and familiarity with different group methods and their potential uses, students will prepare and conduct demonstrations for their colleagues.

**Course Activities:**

1. **Group Process** All student will participate in peer helping group process activities for the purpose of understanding one’s role, function and group maintenance abilities. All students will keep a journal of this activity. The journal will be reviewed periodically by the instructor.
2. **Group Methods**  Students will research, develop and conduct actual peer helping group activity. This activity will be based upon a presentation which will include a written summary emphasizing the purpose of the method, its history, role of the leader, what the literature says about its effectiveness, a bibliography of at least five sources and other appropriate information. A copy of the written portion will be provided for each of the class participants the session immediately before the actual conduct of the peer helping group.

3. **Group Practicum** All students will participate in the development of a group module to be conducted with a group of parents. Each module will complement a parenting skills program. These programs are to be researched and designed for eventual implementation with parents of local students.

4. **Group Leadership Paper** Each participant will develop and submit a "group leadership paper" that is aimed at demonstrating the student's understanding of group leadership, roles and functions. This paper will be 5-8 pages in length excluding bibliography. The bibliography will be annotated and include at least five sources.

**COURSE EVALUATION:**

- Participation...............................25% of Final Grade
- Group Practica...........................25% of Final Grade
- Group Methods.......................25% of Final Grade
- Group Leadership paper........25% of Final Grade

**COURSE TEXT:**


**Recommended Reading:** Yalom, Irvin. The theory and practice of group psychotherapy.

**COURSE SCHEDULE:**

- Session 1  Orientation
- Session 2  The power of groups and peer helping groups
- Session 3  Sociometry
- Session 4  Group methodology
- Session 5  LABORATORY preparation
- Session 6  Group goals, composition, characteristics
- Session 7  The group leader
Barriers and impediments to learning.

- To what extent do candidates demonstrate knowledge of group theory, group dynamics and the types of groups relevant to working in schools?

- How well do candidates demonstrate knowledge of and skill in leading small groups directed towards promoting the academic, personal, social and career development of pupils?

- How effectively do candidates demonstrate knowledge of and skill in facilitating teams and committee meetings of individuals working on education related tasks?

**Secondary Learning**

**Standard 3**  Socio-Cultural Competence

**Standard 12**  Professional Leadership Development

**Standard 14**  Human Relations

**Standard 21**  Personal and Social Development
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COURSE DESCRIPTION:
This course will explore the various aspects of multicultural counseling, with an emphasis on diversity issues and increasing self-awareness, in order to develop/increase multicultural counseling skills. Gender, race/ethnicity, social economic status, generational, and regional identifications will be some of the areas discussed. Various exercises will be utilized in order to increase empathy and understanding. Three Units.

COURSE OBJECTIVES:
1. To develop an understanding of multicultural counseling.
2. To identify one’s own multicultural counseling approach.
3. To hone multicultural counseling skills.
4. To understand the multifaceted nature of cultures.
5. To increase one’s own self-understanding of their heritage.
6. To review various perspectives in order to broaden horizons, and overall knowledge and understanding.

COURSRE REQUIREMENTS:
Participation: Active participation in class is essential to the quality of the course. Students will be asked to participate in class discussions and exercises relevant to the content of the course. (10% of final grade)

Student Groups: Students will be a part of a group that will present on a particular multicultural area. The group presentation should include both general information and specific clinical approaches. In addition, the group presentation should include a discussion of the assigned course readings, any additional references relevant to the topic of the day, and a case study. Each group will provide the class with a list of references and any additional material(s) that may be useful. Individuals will be
assigned a grade that will reflect their contribution to the group presentation. On the day of the group presentation, each individual is required to submit a one-page discussion that focuses upon the group process/experience. (30% of final grade)

Reaction Papers: Three brief papers, approximately 2-3 pages each, addressing personal reactions to specific topics/exercises within the course are required. The specific topic of the reaction paper will be announced in class. These papers will be collected every few weeks in order to provide insight about the content and climate of the course. Papers which meet the stated parameters will be given credit; a letter grade will not be assigned to the reaction papers. Due dates are provided within the greensheets. (30% of final grade)

Experiential Exercise
Attend a cultural event of one of the three multicultural areas that you identified. Prepare a paper, approximately three pages, that discusses your experience and what you may have learned that can be incorporated into your multicultural counseling repertoire. (10% of final grade)

Individual Project: Students will write an 8-10 page, APA format, typed and double-spaced, research paper on “Multicultural Counseling.” How do you define “Multicultural Counseling?” What does “Multicultural Counseling” mean to you? How do/would you practice “Multicultural Counseling?” What sources/readings have influenced your perspective or shaped your way of practice? How would you counsel/work with a client who is of a different ethnicity/race than yourself? How would you counsel/work with a client who is the same ethnicity/race as yourself? – Ask yourself “Why” for all of the above questions. When answering the “Why” question, cite primary sources to support your reasoning. At least 2-3 of the sources should be from within the last five years. (20% of final grade)

COURSE SCHEDULE:

Session 1 Introduction to Multicultural Counseling
Chapters 1: The Nature of Multicultural Counseling/Therapy

Chapter 2 & 3: The Politics of Counseling and Psychotherapy & Sociopolitical Consideration of Trust and Mistrust

Chapter 4: Barriers to Effective Multicultural Counseling/Therapy

Chapter 5: Culturally Appropriate Intervention Strategies
Session 5  
Chapter 6: Multicultural Family Counseling and Therapy

Session 6  
Chapter 7: Non-Western and Indigenous Methods of Healing

Session 7  
Chapter 8 & 9: Racial/Cultural Minority Identity Development: Therapeutic Implications & White Racial Identity Development: Therapeutic Implications

Session 8  
Chapter 10 & 11: Dimensions of Worldviews & Counseling African Americans

Session 9  
Chapter 12: Counseling American Indians

Session 10  
Chapter 13: Asian Americans

Session 11  
Chapter 14: Counseling Hispanic/Latino Americans

Session 12  
Chapter 15: Counseling Multiracial/Multi-Heritage Individuals & Counseling Other Culturally Diverse Populations

Session 13  
Chapter 16: Counseling Sexual Minorities & LGBT Issues

Session 14  
Chapter 17: Counseling Elderly Individuals

Session 15  
Chapter 18: Counseling Women & Gender Issues
Session 16  
Chapter 19 & 20: Counseling Individuals with Disabilities & Developing Multicultural Organizational Competence

**REQUIRED TEXT:**


**RECOMMENDED READINGS:**


**OTHER REFERENCES:**


**Helpful Websites:**

**ASIAN AMERICANS FOR COMMUNITY INVOLVEMENT**

[www.aaci.org](http://www.aaci.org) — This website focuses upon Asian/Pacific American history and contemporary issues. It includes drop-out prevention services among Asian/Pacific American students in East San Jose and “Creating a Hate-Free Community.”
THE FUTURE OF CHILDREN

http://www.futureofchildren.org/ — The primary purpose of The Future of Children is to promote effective policies and programs for children by providing policymakers, service providers, and the media with timely, objective information based on the best available research.

GAY, LESBIAN, & STRAIGHT EDUCATION NETWORK
http://www.glsen.org/templates/index.html — GLSEN (pronounced “glisten”) is the largest national network of parents, students, educators, and others ending discrimination based upon sexual orientation and gender identity/expression in K-12 schools.

HMONG HEALTH WEBSITE
www.hmonghealth.org — This is a website designed to promote health information about and for Hmong residents. It includes a dictionary of medical terms and illustrations of various parts of the body, labeled in both English and Hmong, information about Hmong cultural practices, and links to pamphlets written in the Hmong language. The site is funded by a National Library of Medicine contract with Northern Wisconsin Area Health Education Center.

NATIONAL ASSOCIATION FOR THEADVANCEMENT OF COLORED PEOPLE (NAACP)
http://www.naacp.org/ — The primary focus of the NAACP continues to be the protection and enhancement of the civil rights of African Americans and other minorities. The NAACP believes strongly that future leaders must be developed today, and such development is ongoing in the Youth and College Division. The Legal Department operates with a mission focusing on class actions and other cases of broad significance and impact.

NATIONAL CENTER FOR AMERICAN INDIAN AND ALASKA NATIVE MENTAL HEALTH RESEARCH (NCAIANMHR)
http://www.uchsc.edu/ai/ncaianmhr/ — The National Center for American Indian and Alaska Native Mental Health Research (NCAIANMHR), a program in the Department of Psychiatry, is one of four minority mental health research Centers. The NCAIANMHR is sponsored by the National Institute of Mental Health and is the only program of this type in the country focusing specifically on American Indian and Alaska Native populations.

NATIONAL EDUCATION ASSOCIATION
http://www.nea.org/achievement — NEA helps its members help students achieve by providing up-to-date, practical information to help in day-to-day dealings with students. Their core strategic priorities are: Student Achievement; Teacher Quality; School System Capacity; Public, Parental, and Business Support; and Association Capacity Building. All items are free of charge to you unless otherwise indicated

NATIONAL RESEARCH CENTER ON ASIAN AMERICAN MENTAL HEALTH (NRCAAMH)
http://nrcaamh.ucdavis.edu/ — NRCAAMH was established in 1988 with a grant from the National Institute of Mental Health. NRCAAMH prides itself as a national and multidisciplinary leader in the study of Asian Pacific American mental health research. Historically, attention to Asian Pacific American concerns in the delivery of mental health care has been minimal. NRCAAMH was founded
out of a need for programmatic research devoted to Asian Pacific American mental health concerns. The Center aims to contribute theoretical and applied research that will have a valuable impact on mental health policy and service delivery to Asian Pacific Americans.

NATIVE AMERICAN RIGHTS FUND (NARF)  
http://www.narf.org/ — NARF is a non-profit organization that provides legal representation and technical assistance to Indian tribes, organizations and individuals nationwide.

SOUTHERN POVERTY LAW CENTER  
http://www.splcenter.org/ — A non-profit organization that combats hate, intolerance, and discrimination through education and litigation. The Center began as a small civil rights law firm in 1971. Now it is internationally known for its tolerance education program, its legal victories against white supremacist groups, its tracking of hate groups and its sponsorship of the Civil Rights Memorial.

UNITED STATES DEPARTMENT OF HEALTH AND HUMAN SERVICES SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMHSA)  
http://www.mentalhealth.org/default.asp — The Center for Mental Health Services (CMHS) Knowledge Exchange Network (KEN) provides information about mental health via a toll-free telephone number (800-789-2647), this web site and more than 200 publications. KEN staff are skilled at listening and responding to questions from the public and professionals. KEN staff quickly direct callers to Federal, State, and local organizations dedicated to treating and preventing mental illness. KEN also has information on Federal grants, conferences, and other events.

EDCO 280: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS

Primary Learning

Standard 2: Growth and Development

The program provides candidates with opportunities and experiences to acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and development factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.

- In what ways do candidates demonstrate knowledge of relevant research and theories of typical and atypical growth and development as they related to pupil progress?

- How does the program provide opportunities for candidates to understand school, community, and family environmental factors and their influence on pupil learning?

- To what extent do candidates know the positive influence on pupil development including: (a) nutrition and fitness, (b) factors of resiliency, (c) home, family and school environments, (d) peer and mentor relationships, (e) and community factors?
• How do candidates demonstrate knowledge of factors that impede or limit pupil development including stereotyping, socioeconomic status, inadequate language development, negative school climate, and discrimination?

• To what degree do candidates demonstrate knowledge of principles and methods to (a) help pupils overcome barriers to learning and (b) learn effective strategies to plan, organize, monitor and take responsibility for their own learning?

• To what degree do candidates demonstrate knowledge of risk factors and protective assets that inhibit or facilitate pupils’ positive development?

• To what extent do candidates know of models that can be used to inform school staff and parents about developmental trajectories that are associated with pupils becoming involved in antisocial or aggressive behavior?

Standard 3: Socio-Cultural Competence

The program provides candidates with opportunities and experiences to display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity.

An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupil and their families.

• How do candidates demonstrate and understanding of the literature related to cultural competence as well as the various ways to assess their proficiency in applying culturally appropriate interventions?

• To what extent do candidates demonstrate an understanding of how their own personal values influence their ability to work effectively with pupils who have different values and beliefs?

• In what ways do candidates show an understanding of the impact of bias, prejudice, processes of intentional and unintentional imposition, entitlement and discrimination, as well as other culturally-supported behaviors, on pupils’ growth and learning?

• In what ways do candidates demonstrate knowledge of how social and cultural influences in the school environment affect delivery of pupil services?

• How effectively do candidates demonstrate knowledge and understanding of, and sensitivity to, the effect socio-cultural influences have on communication when working with individuals and families from various backgrounds?

• How effectively do candidates demonstrate knowledge of culturally sensitive strategies for involving parents and families in their children’s education?
- In what ways do candidates demonstrate knowledge of the dynamics and processes involved in acculturation and assimilation?

- In what ways do candidates demonstrate the ability to assess the cultural background, values, and mores of pupils and their families?

- How effectively do candidates demonstrate understanding of their own professional leadership role in advocating for educational equity, social justice, and harmony and peace among diverse groups of pupils, families and school staff?

- How well do candidates understand the demographic shifts in California and the effect these changes have on pupil learning?

- In what ways do candidates demonstrate effective ways to assess and manage diverse community contexts in order to create effective learning environments?

**Standard 5: Comprehensive Prevention & Early Intervention for Achievement**

The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and develop skills to assist pupils who experience learning difficulties.

- How effectively do candidates display an understanding of the strategies, methods, and approaches to prevent the development of problems that impede learning?

- To what degree do candidates demonstrate knowledge of the characteristics of pupils whose academic progress is less than satisfactory?

- How do candidates demonstrate knowledge of institutional and environmental conditions that place pupils at risk for failure or early school dropout?

- In what ways do candidate demonstrate knowledge of assessment procedures including tests, record reviews, observations, and interviews as part of the process of early identification of learning problems?

- How do candidates demonstrate knowledge of a variety of strategies, programs, interventions, methods and techniques proven to promote academic success?

- How effectively do candidates demonstrate knowledge of methods and techniques for resolving conflict between and among pupils and groups of pupils and for promoting positive intercultural, interethnic relationships among pupils, family, and school staff?

- How well do candidates demonstrate knowledge of methods of promoting positive and supportive relationships with pupils such as counseling, teacher collaboration, classroom
consultation, advocacy, peer counseling and parent education in working with school staff, parents and other persons having influence on pupils’ lives?

- How do candidates demonstrate knowledge of the effects of grade retention on achievement learning, and social and emotional development?

**Standard 8: Self-esteem and Personal and Social Responsibility**

The program provides candidates with opportunities and experiences to assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.

- In what ways do candidates demonstrate knowledge of how the unique qualities of each individual are accepted, appreciated, affirmed and used as a bridge to positive personal relations?
- To what extent do candidates understand the importance of school organizational and educational policies and procedures as they relate to effective classroom management, positive adult-pupil relationships, effective approaches to discipline, and the development of personal and social responsibility and self-esteem?
- To what extent do candidates know how schools, families and communities act as partners in guiding pupils’ acquisitions of self-esteem, social and personal responsibility?
- In what ways do candidates demonstrate an understanding of how self-esteem affects each pupil and the overall school climate?
- To what degree do candidates understand how personal and social responsibility relate citizenship in a changing society?
- To what extent do candidates recognize how their own self-esteem affects pupils, staff, and families?
- In what ways do candidates demonstrate knowledge of curriculum related to self-esteem, personal and social responsibility?
- In what ways do candidates display an understanding of the benefits of positive personal self-esteem and its impact on pupil resiliency and learning?
- How effectively do candidates demonstrate skill in methods of social skills training that enhance pupils’ ability to use positive decision making skills in social situations?
- To what extent do candidates demonstrate knowledge of and ability to use multiple procedures for the assessment of self-esteem?

**CWA Standard**

**Standard 5 School Culture and Related Systems**
Candidates understand the organizational culture and politics of public school and related systems particularly as they relate to the role of student advocate and the professional role of the child welfare and attendance supervisor.

- To what extent do candidates demonstrate an understanding of the various advocacy roles of the CWA professional, including student, parent and professional advocacy?
- How clearly do candidates understand the school system organization and governance structure and the role CWA plays within the structure?
- How well do candidates understand the role of professional organizations including national, state and local organizations?
- How do candidates demonstrate an understanding of the strategies for advocating for CWA services and programs?

**Secondary Learning**

Standard 10 Consultation

Standard 11 Learning Theory and Educational Psychology

Standard 18 Professionalism, Ethics, and Legal Mandates

Standard 21 Personal and Social Development

Standard 22 Leadership

Standard 23 Advocacy

Standard 24 Learning, Achievement and Instruction

Standard 25 Individual Counseling

Standard 28 Organizational and System Development

Standard 29 Prevention Education and Training

Standard 30 Research, Program Evaluation and Technology
San Jose State University
Department of Counselor Education

EDCO 283 Advanced Educational Assessment

**College of Education Mission:** The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

**Department of Counselor Education PPSC Program Mission:** The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

**COURSE DESCRIPTION:**

This course is part of the advanced requirements in the counselor education program. It focuses on the theory and techniques of assessing individual, families and groups in schools. The use and interpretation in the public schools of achievement test, individual diagnosis and remediation, development of preventive programs, and the improvement of instructional programs are explored. Limitations of standardized testing and alternative, such as curriculum-based assessment are addressed. Three Units

**COURSE OBJECTIVES:**

1. To provide the students with a clear understanding of the assessment process in counseling and give them the tools with which to make professional judgments based on assessment.

2. To teach students the characteristics which define a variety of educational and development problems among school students and families.

3. To assist students in making psychological and educational assessments through “hands on” experiences with individuals and families.

4. To help students make assessments for diverse populations of people.

**COURSE REQUIREMENTS:**

1. Assessment papers. Over the semester each student will be asked to write two assessments. These papers will be evaluations of mental or educational problems of actual families the student chooses to work with. Each evaluation paper should be 5 pages and must include an assessment of the problem(s), including an evaluation of the strengths and weakness of the family. The paper will address the recommendation for intervention and prevention plan.

2. Each student will be expected to spend three hours per week making assessments of families.
3. Each student will also be asked to present orally to the class one of their three assessments. Students should write a one-page outline that should be passed out the week before the presentation to each of the students in the class. In the outline the student should present the basic information about the individual and family.

4. There will be some written assignment associated with the first few weeks in class. These will be graded and computed into the final course evaluation.

REQUIRED READING:


COURSE EVALUATION:

- Each written paper and oral presentation will be graded on a 10 point scale. At the end of the course the grades will be averaged.
- A = 90% or above, B = 80-89%, C = 70-79%.
- Classroom participation is important and will be graded on a ten-point scale.

CLASS SCHEDULE:

Session 1  Introduction to class
Session 2  The concepts and procedures involved in collecting data and assessment
Session 3  Administration of a varicosity of standardized and curriculum-based assessment instruments
Session 4  Models of family assessment and mental status examination
Session 5  The selection of school appropriate and unbiased assessment instruments
Session 6  Alternative assessment techniques
Session 7  Assessment methods and theories related to emotional, intellectual, and physical characteristics of typical and atypical pupils including limited English proficient pupils, as these factors affect learning performance
Session 8  A critique of a test (userability, reliability, validity, normative data, etc.)
Session 9  Analysis and interpretation of the STAR results at school and family
Primary Learning

Standard 4: Assessment

The program provides candidates with the knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.

- How well do candidates know and can apply established professional standards for the legal and ethical use of tests and other methods of assessment?

- To what degree do candidates demonstrate knowledge of appropriate models of assessment?

- How do candidates display knowledge and application of appropriate and technically adequate methods of assessment for purposes of ensuring result-based accountability?

- To what extent do candidates know and can apply technology for data collection and analysis that contribute to data-based decision making?

- In what ways do candidates demonstrate knowledge about appropriate methods of assessment for monitoring pupil progress to support effective instructional interventions?

- How effectively do candidates exhibit the ability to use appropriate methods of assessment for purposes of planning?
• How clearly do candidates demonstrate an ability to interpret and communicate results of standardized, norm-referenced, and other assessment information to parents, school staff, and the community?

• How do candidates demonstrate knowledge and application of skills in using different instruments and procedures to assess school climate for the purpose of promoting a supportive learning community in the school?

• In what ways do candidates demonstrate knowledge of the influence of cultural and linguistic factors on the validity and appropriate interpretation of assessment instruments?

• To what degree do candidates exhibit knowledge of the influence of medical and emotional disorders and the impact of pharmacological interventions on individual and group assessments?

**Secondary Learning**

- Standard 3  Socio-Cultural Competence
- Standard 7  Family-School Collaboration
- Standard 9  School Safety and Violence Prevention
- Standard 10  Consultation
- Standard 13  Collaboration and Coordination of Pupil Support Systems
- Standard 14  Human Relations
- Standard 15  Technological Literacy
- Standard 18  Professionalism, Ethics and Legal Mandates
- Standard 21  Personal and Social Development
- Standard 25  Individual Counseling
- Standard 27  Collaboration, and Coordination and Team Building
- Standard 30  Research, Program Evaluation and Technology
San Jose State University
Counselor Education Department

EDCO 286 Organizational Theory and Practice

**College of Education Mission:** The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

**Department of Counselor Education PPSC Program Mission:** The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

**COURSE DESCRIPTION:**

This course is designed as a basic course to focus on the increased understanding of educational institutional change based on organizational theory. The course will focus on how the theory applies to the function of social and school systems and how change can be effected within those systems. Students will obtain leadership skills and organization skills so that the systems they will work with (schools, community, and corporate organizations) can benefit from improvement through change, consultation, integration and problem solving techniques. The course will also address the theories and best practices in school safety, violence prevention and issues related child welfare and drop out preventions. Three Units.

**COURSE OBJECTIVES:**

Through this class students will:

1. Obtain knowledge of organization theories, understanding the importance of leadership by counselors in operating a systems change agent and process to facilitate a systems change.

2. Acquire and/or improve one-to-one interactions with organizations where people are working together toward objectives; knowledge and skills to be a change agent and advocate for students who cannot advocate themselves.

3. Learn leadership skills, strategies and consultation skills which are essential to identify problems and facilitate change and program development within education environment.

4. To obtain a basic collaborating skills and communication skills conceptual knowledge in working within a group and with an organization, school or community organization.

5. To learn knowledge and skills for planning, organizing, coordinating, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
REQUIRED READING:


Recommended Readings:


COURSE REQUIREMENTS:

1. Regular and punctual attendance.

2. Completion of assigned readings. Active participation and contribution to class discussions. (10%)

3. Completion of midterm presentation proposal and reaction paper. (25%)

4. Completion of chapter outline presentation (15%)

5. Completion of final project. (50%)

CLASS SCHEDULE:

Session 1  Introduction, history of organization theory, school reform, importance and role of being a systems change agent as counselor

Session 2  Organizational theory, empowerment, and group dialogue
Reading Assignment #1

Session 3  Theories of delinquency, theories of violence, prevention models and school safety plan
Performance measures, Exam #1

Session 4  School reform and best practice for change

Session 5  Effective leadership – qualities, principles, theories, strategies, values and styles.
Group dialogues – Brainstorming
Reading assignment #2
Session 6  Leadership skills for planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs which increase student learning and achievement. Exam #2
Group work, finalize group projects

Session 7  Consulting techniques, consultation with teachers, administrators, other school personnel, and family members
Midterm group project proposals due

Session 8  Organizational Theory - Video
Reading Assignment #3, Field work at sites

Session 9  Tour Juvenile Hall

Session 10  Service Learning-Guest Speaker
Exam # 3, Reaction paper due

Session 11  Bullying behavior and counseling models
Class Discussions, plan for final group projects

Session 12  Sexual harassment and prevention strategies
Group presentation

Session 13  Managing anger and conflicts, crisis intervention, peace building models
Group presentation

Session 14  Classroom management of difficult behaviors
Group presentation

Session 15  Role of CWA provider, enrollment and drop out prevention, collaboration and coordination of service programs; group presentation

Session 16  Final group project presentation

EDCO 286: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS

Primary Learning

Standard 9: School Safety and Violence Prevention

The program provides candidates with opportunities and experiences to understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with the opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a
comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.

- How well are candidates able to help pupils cope with grief and loss in their lives and to implement procedures to assist those who require more intensive interventions?

- To what extent are candidates aware of issues and procedures related to successfully identifying those youths who exhibit behaviors suggesting that they might be at risk of violence, victimization or perpetration?

- How effectively are candidates able to use negotiation skills, conflict management skills, and mediation skills to help school staff communicate with difficult and or angry parents, pupils, teachers, and other school staff?

- How aware are candidates of the influence of environment, community context, and substance use on the occurrence of violence and how capable are they in incorporating this knowledge into a comprehensive school safety plan?

- In what ways do candidates demonstrate knowledge of theories of violence and aggression, particularly as they relate to a pupil’s development?

- How do candidates demonstrate knowledge and skills related to implementing crisis interventions and management, including triage (prioritizing needs in emergency situations), psychological first aid, and follow-up with pupils, parents, and school staff?

- To what degree do candidates demonstrate knowledge of bullying behavior in school and have skills in applying research-based models and programs designed to limit the occurrence of bullying on school campuses?

- To what extent do candidates understand the dynamics of the laws pertaining to and strategies to reduce the incidences of sexual harassment in school?

- In what ways do candidates demonstrate knowledge about exposure to violence as a significant development risk factor in the lives of children and adolescents?

- To what extent do candidates demonstrate knowledge about the role that both inter-group conflicts and gang activity can play in the occurrence of school site violence?

- How comprehensive are candidates’ knowledge about school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and the school yard?

- In what ways do candidates demonstrate knowledge of methods of assessment that contribute to interventions for the development of pupils’ self-esteem and lowering the risk of suicide and substance abuse?

**Standard 10: Consultation**

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The program provides candidates with opportunities and experiences to demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the services delivery plan.

- How do candidates demonstrate knowledge of individual and organizational consultation processes, including methods of initiating, developing, implementing, and concluding consultative relationships?

- In what ways do candidates demonstrate knowledge and application of consultation principles and practices used to assist school staff in learning about (among other things) classroom management, school discipline, learning styles, the interpretation of test results, the improvement of pupil attendance and learning and achievement?

- How do candidates demonstrate knowledge of factors that promote the development of effective relationships among teachers, staff, families and others, taking into consideration the influence of diverse cultures and languages?

- How well do candidates demonstrate understanding of the impact that teaching methods and style have on pupil learning in the classroom?

**Standard 12: Professional Leadership Development**

The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.

- How well do candidates demonstrate knowledge of the systems and resources at the building or district level?

- In what ways do candidate exhibit knowledge of an array of methods for effectively communicating information to influence change?

- How do candidates display knowledge of and skill in program development, implementation, and evaluation?

- How do candidates exhibit the ability to present data effectively that influences change and supports improved outcome for pupils?

- In what ways do candidates demonstrate knowledge of current trends in school reform?

- In what ways do candidates demonstrate an understanding of various sources of funding that support instructional and pupil support services programs?
Standard 22: Leadership

Candidates know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.

- How do candidates demonstrate the knowledge of effective leadership in planning, organizing and implementing a counseling and guidance program designed to increase student learning and achievement?
- To what extent do candidates demonstrate development as a leader in education reform and school change efforts?
- In what manner do candidates demonstrate knowledge of funding sources and budget issues concerning programs that promote student learning and academic achievement?
- How effectively do candidates demonstrate knowledge of the theories and principles of managing the delivery of a comprehensive and developmental school counseling and guidance program?

Standard 23: Advocacy

Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support learning and achievement outcomes for all pupils.

- How well do candidates demonstrate knowledge of current and potential biases and discrimination in educational programs, services and systems that limit, impede or block the highest educational attainment possible for all pupils?
- How effectively do candidates demonstrate knowledge of the barriers to the highest learning and achievement for all pupils, and how they can limit the future educational and career outcomes for pupils?
- How do candidates demonstrate knowledge of school learning support programs and services that promote high academic attainment and learning success?
- In what ways do candidates demonstrate knowledge of and skill in advocating for high academic expectations and learning success for all pupils?
- How well do candidates demonstrate knowledge of educational and career paths and skill in advocating for pupils in a manner that increases student motivation, high expectations and learning success?
- How thoroughly do candidates demonstrate knowledge of the academic and learning required for pupils to be eligible for admission to a four-year college or university?

Standard 28: Organizational Systems and Program Development
Candidates understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.

- How clearly can candidates explain a comprehensive school counseling and guidance program and its impact on teaching and learning?
- To what extent do candidates understand basic principles of organizational theory and change theory so as to be able to lead and work collaboratively as a part of a total educational team?

**CWA Standards**

**Standard 1: Professional Role of Child Welfare and Attendance Provider**

The program provides candidates with knowledge and understanding of the history, philosophy and trends in Child Welfare and Attendance (CWA) programs, particularly as they relate to the professional role of the CWA Supervisor as a student advocate.

- How does the program provide candidates with the knowledge of history, philosophy and trends related to child welfare and attendance?
- To what extent does the program provide candidates with the knowledge and ability to advocate for at-risk and under-achieving youth?

**Standard 4: Collaboration and Partnerships**

Candidates demonstrate knowledge and skills related to developing, utilizing and maintaining inter- and intra-agency collaboration and partnerships with education organizations, juvenile justice courts, law enforcement, general and mental health agencies, probation and children and family service.

- To what degree do candidates understand team building, facilitation, consensus building, working with diverse groups and writing Memoranda of Understanding (MOU’s) and contracts?
- How do candidates demonstrate an understanding of developing and sustaining learning and support systems that include elements such as Healthy Start, family resource center, health clinics, parent center, tutoring centers and mentoring?
- How thoroughly do candidates understand health and human services resource mapping?
- How effectively do candidates demonstrate an understanding of connecting youth and families to service and the empowerment of clients to maximize utilization of service?
• How effectively do candidates demonstrate an understanding of connecting youth and families to service and the empowerment of clients to maximize utilization of service?

**Standard 6: Assessment and Evaluation of Barriers for Underachieving Learners**

Candidates demonstrate knowledge and skills pertaining to the assessment and amelioration of barriers to learning such as emotional, familial, educational, institutional, and community related factors that facilitate an environment for underachievement or school failure. Candidates also demonstrate understanding and ability to apply alternative education pathways that may be appropriate for pupils experiencing difficulties in the regular school setting. Among the various alternatives might include the GED, California High School Proficiency Examination, adult education, employment preparation, continuation schools, opportunity classes, community day centers, County Alternative Education Programs, independent study programs, special education programs, pregnant minor programs, parenting programs, Regional Occupational Programs and Centers, charter schools, summer school and community college.

• To what extent do candidates demonstrate an understanding of and an ability to work with various at-risk populations such as youth in out-of-home placement, pregnant and teen parents, homeless youth, dropouts, potential dropouts, delinquent youth, special education, disabled and expelled youth?

• How well do candidates understand conflict mediation and resolution and peer mediation methodologies that can be used to remove learning barriers?

• How adequately do candidates demonstrate knowledge of and the ability to facilitate staff development programs on issues pertaining to at-risk pupils and CWA?

• How well do candidates demonstrate an understanding of dropout prevention and attendance improvement practices?

• How thoroughly do candidates understand the critical dimensions involved in conducting successful home visitations including home assessment, triage (establishing priorities in crisis situations), strategies for personal safety, and culturally competent counseling with special consideration for race and poverty?

• In what ways do candidates demonstrate an understanding of parental involvement and parenting skills and their application and inclusion in CWA and educational issues?

• In what ways do candidates demonstrate knowledge of and the ability to identify health related resources and link them to student and family needs?

• How effectively do candidates demonstrate an understanding of strategies for involvement of parents of at-risk pupils in a linguistic and culturally competent manner with special consideration for race and poverty?

**Secondary Learning**

Standard 3 Socio-Cultural Competence
Standard 17  Foundations of the School Counseling Profession
Standard 21  Personal and Social Development
Standard 24  Learning, Achievement and Instruction
Standard 25  Individual Counseling
Standard 26  Group Counseling and Facilitation
Standard 27  Collaboration, and Coordination and Team Building
Standard 30  Research, Program Evaluation and Technology

**CWA Standard**

Standard 5  School Culture and Related Systems
San Jose State University
Counselor Education Department

EDCO 287 Seminar in Guidance System Analysis

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**Department of Counselor Education PPSC Program Mission:** The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

**COURSE DESCRIPTION:**

This course will address problems of handling data in school systems and their divisions. In addition to the functional analysis, includes development of forms and current and proposed hardware. Flexibility given in terms of the special areas of interest to the students.

**COURSE OBJECTIVES:**

The overall purpose of this course is to enable the student to attain basic knowledge skills to develop a comprehensive counseling service program and skills and competence in utilizing computer systems in guidance and counseling programs. To accomplish these goals, this course will

1. Provide an opportunity for students to develop guidance and counseling programs and use data to identify needs and problems for counseling services. Student will learn:
   1.a National and State PPS standards on comprehensive counseling and school counseling
   1.b Using and analyze data to early identify problems and needs for counseling services and to increase school success.
   1.c Planning, coordinating and implementing comprehensive and prevention/ intervention programs for K-16 schools
   1.d Budgeting and grant writing for counseling services
   1.e Involving community and parents in counseling programs
   1.f Principles, models and strategies for program evaluation

2. Examine online resources and meaning of computer-assisted counseling and guidance
   2.a Online data collection and analyze data
   2.b Research and models for school counseling
   2.c Funding resources and community resources for counseling
   2.d Information on student achievement and closing achieving gap and digital divide

3. The course will focus on attitudes and strategies to take leadership for institutional change
3.a Team building and building relationship among school personnel, parents, and outside agencies.
3.b Skills, procedures and models for strategic planning.
3.c Program management, communication and decision-making skills

4. Promote the utilization of technology systems in counseling and student services.
   4.a Using Microsoft Excel, PowerPoint, and PageMaker
   4.b Familiar with computerized programs
   4.c Understanding test results, graduation requirements, college admission requirements

5. Students will be provided with as much opportunity as the classroom experience will allow, building a team and to experience computer skills and the procedures for specific projects.

COURSE EXPECTATIONS AND EVALUATION:

- Class participation and team activity participation (10%)
- Develop a comprehensive counseling program as a group project (60%) (see attached guideline)
- Utilize PowerPoint to conduct a presentation on your designed counseling program (10%)
- Use Excel to conduct data analysis and incorporate your results in a PowerPoint presentation (10%)
- Design a web page for your comprehensive counseling program with your team (10%)

REQUIRED TEXT:


COURSE SCHEDULE:

Session 1 Introduction, education reform, school counseling trends, and introduction to PowerPoint
Session 2 Principles and styles of effective leadership, counseling as a systems change agent to close student achievement gap
Session 3 Comprehensive counseling program and CaPPSC
Session 4 Program design, development and using data for planning
Session 5 Online resources for program development
Session 6 Introduction to Microsoft Excel,
Session 7 Education reform and program accountability, student outcome reflect the impact of counseling and guidance program on student learning and academic achievement (GEAR UP program)
Session 8 Introduction to Web page design - PageMaker
Session 9 Program management, budget planning and funding resources
Session 10 Program evaluation and group project
Session 11 Data analysis and using data for prevention intervention for achievement

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Session 12  Program management and implementation  
Session 13  Grant writing and community resources  
Session 14  Group project  
Session 15  Class presentation  
Session 16  Class presentation  

**GROUP PROJECT GUIDELINE: A Comprehensive Counseling Service Program**

**Your program should include:**

**Institution description** – Use data gathering procedures to document the nature and scope of the need for counseling  

**Mission/Vision** – State overall goal(s) you want to achieve. Use the knowledge of current trends in school reform to development  

**Objectives and Outcomes** – State specific program objectives, activities planned to achieve the objectives and specific results you are expecting (See Objective Example)  

**Collaboration** – Utilize resources within the community to provide leadership in the development and maintenance of viable school-community partnerships, demonstrate knowledge and skills in collaborating with public and private community-based organizations, agencies, and others that contribute to improve learning outcomes for students.  

**Budget and Funding** – Utilize various sources of funding that support pupil support services programs. The budget should include: personnel, material and supply, assessment, professional development, and transportation.  

**Program Evaluation** – Develop an evaluation plan to reflect and assess the impact of counseling and guidance programs on student learning and academic achievement.  

**Evaluation Criteria for the Project (30 points):**

The evaluation is centered on critical characteristics of leadership skills utilized in developing the counseling program which include:  

1. The extent to which the needs for a comprehensive counseling program are clearly identified – effective leadership vision (10).  
2. The extent to which the goals, objectives, and outcomes to be achieved by the designed program are clearly specified and measurable – effective leadership ability (10).  
3. The extent to which the design of the project is appropriate to, and will successfully address, the needs of the target population – effective leadership quality (10).
4. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice – effective leadership effective leadership quality (10).

5. The extent to which the proposed project will be collaborated with related efforts, and with other appropriate community resources – effective leadership skill (5).

6. The extent the project budget is well organized and clearly presented – effective management skill (5).

To Meet the Class Requirement You also Need To:

- It is a team effort with at least three or more members
- Minimum of 8 pages long per member (10)
- Use Excel to present school data, and budget plan (10)
- Develop a Web page for the program (10)
- Develop a PowerPoint presentation to present the program (10)

Online Resources For the Project:

Comprehensive School Counseling:
http://collaboratory.nunet.net/vonsteuben/counseling/page3.html

Education Trust:

Comprehensive School Counseling Model, North Carolina:
http://www.dpi.state.nc.us/curriculum/Guidance/
http://www.schoolcounselor.org/

Objective Example: GEAR UP: A Passport to a Future

Objective 1: Implement national career guidance model to provide early information about college options, requirements, and financial aid to all students

Outcome: All students are aware of their option and resources to go to college, 85% of students are motivated to go to college

1) Career Guidance and Counseling Program is a model for middle and high school student services program developed by National Career Development Association (1989). The model will be implemented through this proposed project. To implement this program model, a series of workshops will be provided to student participants to teach them how to obtain knowledge about themselves, the world of work, and how to plan for their education. The workshops will focus on: 1. Information about college options, requirements, and financial aid, personal action plans, 2. Self-exploration and career information; individual career portfolio and education plans will be required for all project students by utilizing a computerized multimedia school to career options portfolio and planning system – CareerWays (Career Development Systems, 1999) as a tool. 3. College planning; a personal contract will be made to set student personal goals and actions to achieve the

2) **Internet workshops** will be provided to student participants to conduct career exploration and search for college and financial aid information and job resources on the Web. It will be offered every year to all project students by the project school counselors.

3) **Work shadowing and college shadowing** will be coordinated through the mentor program to provide the student participants with opportunities to observe industry cooperation in the region and understand the value of receiving higher education in the workplace. College mentors will be asked to bring their students to their classes, library, and their campus to obtain first hand experience of college life.

4) **Annual college fair** will be organized at each participant campus to stimulate student interest in planning to go to college and provide students with information on how to enroll, how to get financial aid and what majors are available.

5) **College faculty and student career presentations to LEP students** will be coordinated and integrated into school courses every semester. This activity is designed to invite professors and ESL students from SJSU to the project schools. They will serve as role models to address career journeys in educational institutions and to encourage LEP students to plan their future in college.

6) **College night experience** will be provided to the student participants. A two day university experience trip will be provided to all student participants to assist them in exploring their potential in higher education institution each year. While student participants attend the Summer Academy at SJSU, they will be offered the opportunity to stay in student dormitories overnight to experience college life.

7) **College visitation and connection with education opportunity programs** will be coordinated each semester, beginning from the 7th grade level to bring student participants to different university campuses in the Bay Area. Their trip will build a strong connection between student participants and educational opportunity programs by introducing the services to the students and meeting counselors and program directors at various campuses.

8) **College Exploration Day for students with disabilities** – Each year, a special day will be designated to help students with disabilities to explore their potential to enter college. Information regarding college services for students with disability information will be available for parents and students. Counselors will work with parents and students to discuss an action plan for the academic year to prepare students for school success and preparation to go to college.

**CLASS ACTIVITY: Online Information Search**

Design a Counseling Program

1. What knowledge and skills you should obtain to conduct needs assessments to plan a counseling program?
2. What is a theory-based program? What is your choice of theory for the program you will develop?

3. What is a standard based program? What are the standards you will be using?

4. What are the current trends in school reform?

5. What is the process or techniques should you take to guide, motivate, delegate and build consensus and lead your team for your program development?

6. What is mission and vision? How would you use mission to guide your program planning?

7. What will be your budget and expenditures?

8. What will be sources to fund your program?

9. How would you evaluate your program?

10. What data would you need to gather for needs assessment, decision-making and evaluation?

EDCO 287: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS

Primary Learning

Standard 5: Comprehensive Prevention and Early Intervention for Achievement

Provide candidates with the opportunity and experience to display an understanding of the factors that contribute to successful learning.

- Display an understanding of the strategies, methods, and approaches that contribute to successful learning
- Demonstrate knowledge of institutional and environmental conditions that place pupils at risk for failure or early school dropout
- Demonstrate knowledge of methods of promoting positive and supportive relationships with pupils such as counseling, teacher collaboration, classroom consultation, advocacy, peer counseling, and parental involvement

Standard 12: Professional Leadership Development

The program provides candidates with opportunities and experiences to display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.

- How well do candidates demonstrate knowledge of the systems and resources at the building or district level?
• In what ways do candidate exhibit knowledge of an array of methods for effectively communicating information to influence change?

• How do candidates display knowledge of and skill in program development, implementation, and evaluation?

• How do candidates exhibit the ability to present data effectively that influences change and supports improved outcome for pupils?

• In what ways do candidates demonstrate knowledge of current trends in school reform?

• In what ways do candidates demonstrate an understanding of various sources of funding that support instructional and pupil support services programs?

**Standard 13: Collaboration and Coordination of Pupil Support Systems**

• Demonstrate knowledge of and skills in collaborating with public and private community-based organizations, agencies, and others that contribute to improve learning outcomes for pupils.

• Can access and utilize resources within the community

• Demonstrate ability to implement assessment and data gathering procedures to document the nature and scope of the need for pupil support services.

• Can provide leadership in the development and maintenance of viable school-community partnerships.

**Standard 15: Technological Literacy**

• Demonstrate knowledge of pertinent computer hardware and software, such as work processing and database and computer presentation applications.

• Understand legal and ethical issues related to computer-based technology

• Understand the appropriate use of computer-based technology and data-management systems, in support services, teaching, learning and databased research.

• Demonstrate computer-based technology skills in such areas as accessing the Internet, downloading files, communicating with others through the use of e-mail and other vise making use computer technology as a resource tool.

**Standard 17: Foundations of the School Counseling, Profession**

Student will learn the knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance program; and the theoretical bases for counseling practices in schools.
• The knowledge and understanding of the history, philosophy and trends of the school counseling profession including significant state and national events and factors

• The knowledge and understanding for developing, implementing and evaluating a comprehensive and developmental school counseling and guidance program

• The knowledge and understanding of the domains of educational counseling including academic, career, and personal and social development

• The knowledge of how school counseling programs and services promote student development, learning and achievement

**Standard 19: Academic Development**

The program provides candidates with an understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.

• How well do candidates demonstrate knowledge of the application and rationale of state adopted curriculum standards and frameworks to academic development?

• To what extent do candidates demonstrate knowledge of and skill in improving pupils’ self-concept and academic achievement, including: motivation to learn confidence as a learner, pride in achievement, acceptance of mistakes as essential to the learning process, and development of attitudes and behaviors that lead to successful learning?

• How do candidates demonstrate knowledge of learning skills including: goal setting, time and task management, task analysis, knowledge of learning styles, test taking skills, textbook reading strategies, problem solving skills, decision making skills, and communication skills?

• To what extent do candidates demonstrate knowledge of and skill in helping pupils achieve school success including: taking responsibility for their own actions; working independently and cooperatively; being dependable and productive; and sharing knowledge, interests and abilities?

• How do candidates demonstrate knowledge of high school graduation requirements and skill in assisting pupils to develop appropriate academic plans?

• How adequately do candidates demonstrate knowledge of and skill in implementing practices that ensure that all pupils receive equitable treatment relating to appropriate course selection for post-secondary options, including college?

• How effectively do candidates demonstrate knowledge of a guidance curriculum that supports learning and skill in using classroom guidance techniques?
• To what degree do candidates demonstrate knowledge and skill in accessing admission requirements for public and private colleges and universities, vocational and trade schools, and other post-secondary training opportunities?

• How do candidates demonstrate knowledge of the relationship of academics to the world of work and to life at home and in the community?

Standard 22: Leadership

Candidates know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills, and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.

• How well do candidates demonstrate the knowledge of effective leadership in planning, organizing and implementing a counseling and guidance program designed to increase student learning and achievement?

• To what extent do candidates demonstrate development as a leader in education reform and school change efforts?

• In what manner do candidates demonstrate knowledge of funding sources and budget issues concerning programs that promote student learning and academic achievement?

• How effectively do candidates demonstrate knowledge of the theories and principles of managing the delivery of a comprehensive and developmental school counseling and guidance program?

Standard 23: Advocacy

Candidates demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are also able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.

• How well do candidates demonstrate knowledge of current and potential biases and discrimination in educational programs, services and systems that limit, impede or block the highest educational attainment possible for all pupils?

• How effectively do candidates demonstrate knowledge of the barriers to the highest learning and achievement for all pupils, and how they can limit the future educational and career outcomes for pupils?

• How do candidates demonstrate knowledge of school learning support programs and services that promote high academic attainment and learning success?

• In what ways do candidates demonstrate knowledge of and skill in advocating for high academic expectations and learning success for all pupils?
• How well do candidates demonstrate knowledge of educational and career paths and skill in advocating for pupils in a manner that increases student motivation, high expectations and learning success?

• How thoroughly do candidates demonstrate knowledge of the academic and learning required for pupils to be eligible for admission to a four-year college or university?

**Standard 24: Learning, Achievement, and Instruction**

Candidates know appropriate classroom management strategies and techniques for assisting teachers with classroom organization; Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

• Demonstrate knowledge of instructional strategies, activities, practices and skill in applying teaching guidance concepts to pupils, parents, and teachers

• Demonstrate an understanding of classroom dynamics and instructional activities and materials that are appropriate for pupils with diverse needs, interests, and learning styles

**Standard 28: Organizational and System Development**

• Can clearly explain a comprehensive school counseling and guidance program and its impact on teaching and learning

• Effectively understand the techniques used to guide, motivate, delegate, and build consensus in program development and the achievement of results.

• Demonstrate knowledge of and skill in conducting needs assessments and in planning, developing and implementing counseling and guidance programs based on such assessments.

• Demonstrate knowledge of the process of developing comprehensive counseling and guidance program budgets, sources of funding and appropriate expenditures.

• Thoroughly demonstrate knowledge of and skill in designing and implementing the evaluation of a counseling and guidance program, this would include the collection of data, understanding validity and reliability and the preparation of an evaluation report that demonstrates the impact of the program on student outcomes related to improved learning and achievement.

**Standard 29: Prevention Education and Training**

Candidates know and have skill in planning, organizing, and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staff, parents, and family members to enable them to eliminate barriers to learning and achievement.
• Demonstrate knowledge of and skill in developing, organizing, and presenting prevention programs for parents, family, and community members.

• Demonstrate knowledge of and skill in working with teachers to implement and evaluate educational programs designed to prevent learning problems and promote student learning success and high academic achievement.

**Standard 30: Research, Program Evaluation and Technology**

Candidates are knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

- The knowledge about basic principles of research design in education and psychology

- Ability to use relevant technology in order to (a) conduct and disseminate research, (b) access information and (c) evaluate pupil progress

- The knowledge and skills of program evaluation including the gathering of needs assessment data, the use of data in planning and decision making, the development of evaluation strategies, and the gathering of outcome data focused on student learning and achievement outcomes

**Secondary Learning**

Standard 3 Socio-Cultural Competence

Standard 20 Career Development

Standard 27 Collaboration, Coordination and Team Building
San Jose State University
Department of Counselor Education

EDCO 288 Advanced

**College of Education Mission:** The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

**Department of Counselor Education PPSC Program Mission:** The mission of the school counseling credential program at the Department of Counselor Education is to prepare school counselors and child welfare and attendance professionals who have the knowledge, skills, disposition, and ethics to work in a highly diverse and technologically advanced global community, to play leadership roles in collaborating with school personnel and other social resources, and to advocate and ensure that all students have equal opportunity and access to academic success and personal development, all leading to a richer quality of life.

**COURSE DESCRIPTION:**

This advanced seminar in counseling theory is taken toward the end of the Master's program. It focuses on the application of counseling theory to the treatment of behavioral and emotional problems in individuals and families. Students are asked to read extensively in the counseling literature and to write a comprehensive position paper presenting their integration of the theories. Three Units.

**Prerequisites:** Completion of the EDCO core curriculum and particularly EDCO 248: Dynamics of Behavior and Development course or its equivalent. Advanced standing in the Master's program.

**COURSE OBJECTIVES:**

This course will assist you to:

1. Survey the historical and contemporary theories that focus on organismic, transactional & behavioral approaches to counseling.
2. Obtain experience in the application of these theories to individual, group and family problems.
3. Obtain experience in diagnosing and designing wellness promotion, treatment, prevention, intervention services based on these theories.
4. Clarify your personal theoretical frame of reference to these theories.

**COURSE REQUIREMENTS AND GRADING PROCEDURE:**

This course is graded on an 'A', 'B', 'C', etc. basis. All activities will be graded according to the assigned values indicated below, and the final grade will be based on completion of all activities. Graded activities are:

1. **Position Paper #1 (10%)**: Drawing on your theoretical paper that you completed in EDCO 248 (or other similar paper), and your understanding of counseling theory, write a paper
that clarifies your current theoretical position using the guide on pg.3. Due the 3rd class meeting, (about 5 typed double space pages in length).

2. **REQUIRED READING AND APPLICATION (30%)**: After completion of the first paper, you are asked to read extensively the individual, group, and family counseling theories (see attached reading list). It is expected that you will read about 200 pages per week throughout the term, and make an application of some part of each reading to your own counseling setting. A brief weekly written in-class report will be completed.

3. Class Demonstration of Reading (30%): Choose a portion of one of your readings to demonstrate or teach to the class. You may also use case material from your counseling settings. Prepare a demonstration of the theories read to show: (a) how the theory explains the dynamics a counseling situation, (b) the treatment recommendations based on the applied theory, and (c) how the theory fits your own developing theoretical frame of reference. Dates to be scheduled.

4. **4 POSITION PAPER #2 (30%)**: Using the material and knowledge generated from assignments 1-3 above, write a comprehensive theoretical position paper presenting the integration of the individual, group, and family theories studied with the application of those theories to the counseling plan including a discussion of the dynamics of wellness promotion, treatment, prevention and intervention programs. Due next to last class meeting.

**READING LIST:**

The following list is representative of the kinds of sources you may use in your reading for this course. It is not exhaustive, but reflects a broad selection of the theories of counseling. Some of these books are in the Spartan Bookstore or Clark Library.


**GUIDE TO ASSIST DEVELOPMENT OF THE FIRST POSITION PAPER:**

This paper is due on the third class meeting. You do not need to do any new reading for this paper. Instead, spend time reflecting on all of the EDCO classes and the reading that you have completed for them. Drawing on your theoretical paper that you completed in EDCO 248 (or other similar paper), and your understanding of counseling theory, write a paper that clarifies your current theoretical position. Use the questions below to help develop your first position paper. You do not need to answer all of the questions. In fact, many of the questions overlap. Use the ones that are helpful for you. Do include information on the ones that are marked with an "•", and organize your paper to include all three sections. Please type double space and limit the paper to about 5 pages.

**Section I: Personal Development That Has Influenced Your Counseling Theory**
1. What are some critical turning points in your life? How have these influenced your development as a counselor?
2. What are the cultural values you live by? How did these values become yours? How do they influence you as a helping person?
3. What is your view of human nature? How does it relate to counseling?
4. What is your motive for becoming a counselor? What needs of yours are met by being a helping person?
5. What assumptions do you make? How do these relate to counseling?

Section II: Current Counseling Theory Description

6. What is your definition of counseling?
7. Describe your personal theory of counseling.
8. What goals are you trying to achieve with your clients?
9. Describe the Cultural-Environmental-Contextual makeup of your clients and of the setting in which your counseling takes place.
10. How does your theory of counseling provide you with a view of how your clients perceive their world?
11. Where does your theory fit on our theoretical triangle? (I will describe this in class)
12. If you were restricted to asking your client seven questions, what would they be and how do they relate to your theory?

Section III: Your Plan and Personal Agenda for This Course This Semester

13. What is your reading plan? What areas do you wish to read?
14. What specific aspect of your counseling theory and practice are you willing to work on this semester? How can the rest of us assist you in this process?

EDCO 288: CA PUPIL PERSONNEL SERVICES CREDENTIAL STANDARDS

Primary Learning

Standard 6: Professional Ethics and Legal Mandates

The program provides candidates with opportunities and experiences to display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case laws affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
• How do candidates demonstrate familiarity with laws and regulations pertaining to children and families, such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education?

• In what ways do candidates demonstrate knowledge and skills to effectively advocate for children, families, and school staff to ensure that the spirit and intent of relevant laws and legal mandates are maintained?

• How well do candidates demonstrate ability to keep informed of changes in laws and regulations related to California public education?

• How effectively do candidates demonstrate knowledge of the appropriate options to be pursued when confronted with ethical dilemmas?

• In what ways do candidates demonstrate knowledge of the implications and legal applications of due process?

Standard 18: Professionalism, Ethics and Legal Mandates

The program provides candidates with an understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations?

• How well do candidates demonstrate knowledge and understanding of the necessity for ongoing education as a part of professional development?

• How adequately do candidates demonstrate awareness of current trends in education and the impact of these trends on their professional identity?

• How well do candidates demonstrate knowledge of the state and national associations representing the school counseling profession and related counseling interests?

• How well do candidates understand the benefits of belonging to a professional organization that represents school counseling interests?

• To what extent does the program allow candidates to demonstrate knowledge of the state requirements for academic achievement, promotion and retention policies and high school graduation?

• How well do candidates understand California and federal laws and regulation affecting school counseling and guidance programs, pupils and staff, such as confidentiality, child abuse reporting, and pupil records?
• To what extent do candidates demonstrate knowledge of the ethical standards and practices developed by the American Counseling Association (ACA) and the American School Counselor Association (ASCA)?

• To what extent do candidates demonstrate the skill of applying ACA and ASCA’s ethical standards and practices to specific counseling situations?

**Standard 21: Personal and Social Development**

The program provides candidates with the opportunity to apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

• How do candidates enable pupils to acquire knowledge of their own personal strengths, assets, personal values, beliefs and attitudes?

• How do candidates demonstrate knowledge of and skill in developing programs that enable pupils to: develop positive attitudes towards themselves as unique and worthy persons; identify and express feelings, recognize personal boundaries, rights and privacy needs; understand the need for self control and how to practice it; demonstrate cooperative behavior in groups; develop effective communication skills; and identify and discuss changes in personal, social and family roles?

• How well do candidates demonstrate skill in helping pupils to: respect alternative points of view; recognize, accept, respect and appreciate individual differences; and appreciate cultural diversity and family configuration patterns?

• How effectively do candidates demonstrate the ability to: teach pupils a decision making and problem solving model; enable pupils to understand consequences of decisions and choices; identify alternative solutions to problems; and develop effective coping skills for dealing with problems, including seeking professional help?

• To what extent do candidates demonstrate the ability to: educate and train pupils successfully in conflict resolution skills, develop respect and appreciation for individual and cultural differences, and know when peer pressure is influencing a decision?

• In what ways do candidates demonstrate the ability to: assist pupils in identifying short and long-term goals; set realistic and achievable goals; and develop a plan of action for successfully achieving those goals?

• How do candidates demonstrate knowledge of how to help pupils learn and understand: the relationship between rules, laws, safety and the protection of individual rights; the difference between appropriate and inappropriate physical contact; personal boundaries, rights, and personal privacy; how to identify peer and professional resources in the school and the community; the emotional and physical dangers of substance use and abuse; how to cope with...
peer pressure; the techniques for managing stress and conflict; and the skills for coping with and managing life events?

**Standard 25: Individual Counseling**

Candidates demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective practices.

- How well do candidates demonstrate knowledge of and skills in applying theories of counseling as they pertain to counseling pupils in schools?
- How adequately do candidates demonstrate knowledge of and skill in assisting individual pupils identify and express feelings, contain intense and overwhelming emotion, and work through emotional conflicts and problems?
- To what extent do candidates demonstrate knowledge of the assessment of student mental and emotional problems for the purposes of determining appropriateness and selection of supportive programs and services?
- How effectively do candidates demonstrate knowledge of and skill in making appropriate and effective referrals to community mental health agencies and professionals?
- How well do candidates demonstrate knowledge of and skill in applying research based counseling theory to particular problems and population through individual or small group counseling, such as anger management, suicide prevention and intervention, stress reduction, eating disorders, depression, divorced parents, grief and loss?

**Secondary Learning**

**Standard 3** Socio-Cultural Competence  
**Standard 8** Self-esteem and Personal and Social Responsibility  
**Standard 11** Learning Theory and Educational Psychology  
**Standard 17** Foundations of the School Counseling Profession  
**Standard 32** Determination of Candidate Competence  

**Standard 8** Determination of Candidate Competence
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Catalogue Description:

A practicum in peer group systems and psychodrama counseling intervention for treatment of addiction, physical and sexual abuse, teen pregnancy and other at-risk groups. Required participation in a peer group counseling process.

Course Description:

Psychodrama is a method of counseling that is active in its approach. As a practicum class it involves a process where the counselees share their conflicts and struggles in dramatic and expressive ways within a supportive group. The class also provides opportunity to explore alternatives and try new behaviors. This action-oriented process of psychodrama therefore requires the learners to be actively involved group members.

Psychodrama is about the non-verbal, the metaphor, the fantasy, and the dream. It deals with our emotions such as loneliness, rejections, separations, death, and issues like substance abuse, family and child abuse. It is also about helping relationships with attitudes, plans, strategies and assessment. It is eclectic in its practices, behavioral in its now pervasive techniques, phenomenological in its purposes, existential in its foundations.

Required and Recommended Texts, Workbooks, or Other Reading Materials:

Texts:
Another Chance: Hope and Health for the Alcoholic Family by Sharon Wegscheider Cruse. 1989 Science and Behavior Book, Inc
Repeat After Me by Claudia Black. 1995 MAC Publishing.

Other Recommended Reading Material:

**Student Learning Objectives:**
1. Through participating actively in class activities to learn skills to play protagonists, auxiliary egos, doubles and other appropriate psychodramatic roles.
2. To obtain skills to conduct ‘warm-ups’ lead ‘sharing’ and attempt directing in both peer and total group sessions.
3. To understand the use of ‘role reversal’ as a basic technique of psychodrama and sociodrama and its implications for dealing with diversity and student at-risk behavior and school dropout issues.
4. To understand the application of psychodramatic techniques in a variety of fields such as substance abuse, domestic violence and school counseling.
5. To obtain knowledge and strategies necessary to perform role of Child Welfare and Attendance provider – Child advocate

Rationale: There is support for experiential work in counselor training because that approach stresses the importance of both cognitive and affective techniques for learning. The class will stress the integration of information and application of skills. “It is at the affective level that the learning must take place if it is to have an impact on behavior, the ultimate aim of the educational experience” (Hoopes and Pusch, 1981).

**Tentative course calendar:**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Introductions; course overview; professional role of counselor and CWA provider; history and trends related to CWA services</th>
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<tbody>
<tr>
<td>Session 2</td>
<td>Philosophy and foundation of psychodrama; use psychodrama to work with children and families</td>
</tr>
<tr>
<td>Session 3</td>
<td>Demo and practice of choice techniques; school system and CWA in guidance system</td>
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<tr>
<td>Session 4</td>
<td>Elements and Structure of Psychodrama; leading and managing CWA programs</td>
</tr>
<tr>
<td>Session 5</td>
<td>Elements and Structure of Psychodrama; using psychodrama for team building strategy</td>
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<tr>
<td>Session 6</td>
<td>Sociometry and warm-up; evaluating CWA programs</td>
</tr>
<tr>
<td>Session 7</td>
<td>Warm-ups continued; laws in child abuse and substance abuse</td>
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<tr>
<td>Session 8</td>
<td>Action Phase; start student directing</td>
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<tr>
<td>Session 9</td>
<td>More on techniques; student directing</td>
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<tr>
<td>Session 10</td>
<td>More techniques; student directing</td>
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<tr>
<td>Session 11</td>
<td>Role of psychodramatist; student directing; RESEARCH PAPER DUE</td>
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<tr>
<td>Session 12</td>
<td>Derivatives of psychodrama; student directing</td>
</tr>
<tr>
<td>Session 13</td>
<td>Derivatives of psychodrama; student directing</td>
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<tr>
<td>Session 14</td>
<td>Derivatives of Psychodrama; student directing</td>
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<tr>
<td>Session 15</td>
<td>Applications wrap-up; REFLECTIVE PAPERS DUE</td>
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**Course Requirements:**

1. **Reflective Paper:** Each student will develop and submit an applications paper. This paper will incorporate your considered answers to the following questions:
   - What are the implications of psychodrama for you as a counselor?
   - What are the implications of psychodrama for counseling the chemically dependents, school drop outs, and their families?
This paper demonstrates your involvement in prescribed readings, the classroom and laboratory work. The length should be 600 – 1200 words (2-4) pages.

2. **Research Paper**: Students will work collaboratively to develop a research paper on CWA or related programs with a historical review, program model, implementation, and counseling strategies for behavior, family, or system change (See attached rubric).

3. **Homework**: Reading of the texts and completing exercises assigned in Claudia Black Book – Repeat After Me.

   Week 1 – Complete 2 exercises from Chapter 1 of Repeat After Me
   Week 2 – Complete 2 exercises from Chapter 2 of “ ”
   Week 3 – Complete 2 exercises from Chapter 3 of “ ”
   Week 4 – Complete 2 exercises from Chapter 4 of “ ”
   Week 5 – Complete 2 exercises from Chapter 5 of “ ”

3. **Laboratory**: Conduct all assigned laboratory experiences. These activities are essential for meeting both the course purposes and for developing the applications/final paper.

4. **Class Participation**: Participation in class activities is essential for meeting the stated purpose of this course. Areas for your potential participation are delineated in the ‘student learning objectives for the course’.

**Grading:**

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<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Assignments</td>
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<td>Class Projects</td>
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<td>Class Participation</td>
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<td>Research Paper</td>
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<td>Final Paper</td>
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Grading Percentage Breakdown

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>94% and above</td>
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<tr>
<td>A-</td>
<td>93% - 90%</td>
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<td>B+</td>
<td>89% - 87%</td>
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<td>B</td>
<td>86% - 84%</td>
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<td>B-</td>
<td>83% - 80%</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
<td>73% - 70%</td>
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<td>69% - 67%</td>
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<td>66% - 64%</td>
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**University Policy:**

**Academic integrity statement (from Office of Judicial Affairs):**

“Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at [http://www2.sjsu.edu/senate/S04-12.pdf](http://www2.sjsu.edu/senate/S04-12.pdf)
Campus policy in compliance with the Americans with Disabilities Act:
“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

Academic Honesty:
Faculty will make reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

EDCO 293: CWA STANDARDS

Primary Learning

Standard 1: Professional Role of CWA Provider

The program is coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.

• In what ways does the program have an organizing structure that forms a logical sequence among the instructional components of pupil service education, such as foundational instruction, theoretical construction, practical exercises and field experiences and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation?

• To what extent is there effective coordination between the program’s faculty and staff, between the program and other academic departments on campus, and between the institution and local districts and schools where candidates pursue field experiences?

• To what degree is the overall design of the program consistent with a stated rationale that has a sound theoretical and scholarly basis and is relevant to the contemporary conditions of schooling (such as recent demographic changes)?

Standard 3: Program Leadership and Management

Candidates demonstrate skills applicable to leadership and management of child welfare and attendance programs, including the knowledge and understanding of the development of program goals and management objectives, establishment of communication systems, identification of funding resources, case management procedures and measurement of outcomes.
• How well do candidates demonstrate an understanding of funding resources related to Child Welfare and Attendance (CWA) programs?

• To what degree do candidates demonstrate an understanding of and the ability to apply research and evaluation methodology related to CWA performance and outcomes?

• How thoroughly do candidates understand the use of technology and information systems related to CWA?

• In what manner do candidates demonstrate an understanding of issues related to school safety, including crisis preparedness, safety planning, crisis team leadership, participation and personal safety?

• How adequately do candidates understand program development and oversight functions related to CWA such as: multi-discipline teams, collaborative partnerships, School Attendance Review Board (SARB), Student Attendance Review Teams (SWAT), student Study Teams (SST), and case management and delivery of adjunctive service?

• How clearly do candidates understanding attendance policies and attendance accounting systems, including district and state rules and regulations?

• How well do candidates demonstrate an understanding of the role of leadership, management and supervision in collaboration and coordination, especially with multiple agencies and community members related to school safety and attendance?

**Standard 5: School Culture and Related Systems**

Candidates understand the organizational culture and politics of public school and related systems particularly as they relate to the role of student advocate and the professional role of the child welfare and attendance supervisor.

• To what extent do candidates demonstrate an understanding of the various advocacy roles of the CWA professional, including student, parent and professional advocacy?

• How clearly do candidates understand the school system organization and governance structure and the role CWA plays within the structure?

• How well do candidates understand the role of professional organizations including national, state and local organizations?

• How do candidates demonstrate an understanding of the strategies for advocating for CWA services and programs?

**Secondary Learning**

Standard 6: Assessment and Evaluation of Barriers for Underachieving Learners
# EDCO 293 Research Paper Evaluation Rubric

**Student Name:** ____________________

<table>
<thead>
<tr>
<th>Score: high-1 low</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper Content</strong></td>
<td><strong>Excellent</strong></td>
<td><strong>Competent</strong></td>
<td><strong>Emerging</strong></td>
<td><strong>Not Acceptable</strong></td>
<td></td>
</tr>
<tr>
<td>1. Description of Role of the CWA/Related field in education system</td>
<td>Strong evidence of understanding of professional role, Writing and description is clear and professional</td>
<td>Presented understanding of professional role, Writing and description is relevant and professional</td>
<td>Demonstrate some knowledge of professional role, Writing &amp; description is not quit all relevant, information and not clear</td>
<td>Writing and description is not relevant nor professional, didn't answer the question</td>
<td></td>
</tr>
<tr>
<td>2. Description of Historical development and trends</td>
<td>Demonstrated a clear knowledge of history and trends in CWA/Related field</td>
<td>History and trends are relevantly identified</td>
<td>History and trends are not clearly identified</td>
<td>History &amp; trends are not identified, didn't demonstrate knowledge in the area</td>
<td></td>
</tr>
<tr>
<td>3. Description of Service settings and Effective models</td>
<td>Strong evidence of understanding of professional settings and models</td>
<td>Clear evidence of understanding professional settings and effective models</td>
<td>Little evidence of understanding professional settings and models</td>
<td>No evidence of understanding knowledge in the area</td>
<td></td>
</tr>
<tr>
<td>1. Program/model plan and objectives</td>
<td>Demonstrated knowledge and writing is professional</td>
<td>Knowledge and writing are relevant and appropriate</td>
<td>Description need to be further elaborated and to be more relevant</td>
<td>Subject knowledge is not evident, writing is confusing</td>
<td></td>
</tr>
<tr>
<td>2. strategies/methods/approaches used to facilitate change to support under achieving youth and families</td>
<td>Demonstrated knowledge and writing is professional</td>
<td>Knowledge and writing are relevant and appropriate</td>
<td>Description need to be further elaborated and to be more relevant</td>
<td>Subject knowledge is not evident, writing is confusing</td>
<td></td>
</tr>
<tr>
<td>3. program assessment for outcome</td>
<td>Used data to describe assessment outcome, writing is professional</td>
<td>Knowledge and writing are relevant and appropriate</td>
<td>Description need to be further elaborated and to be more relevant</td>
<td>Subject knowledge is not evident, writing is confusing</td>
<td></td>
</tr>
<tr>
<td>4. Multicultural and special population strategies</td>
<td>Demonstrated knowledge and writing is professional</td>
<td>Knowledge and writing are relevant and appropriate</td>
<td>Description need to be further elaborated and to be more relevant</td>
<td>Subject knowledge is not evident, writing is confusing</td>
<td></td>
</tr>
<tr>
<td>5. Group reflection</td>
<td>Ideas are relevant, clear and interesting</td>
<td>Ideas are relevant and appropriate</td>
<td>Ideas need to be further elaborated upon and connected to theories</td>
<td>Subject knowledge is not evident, writing is confusing</td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal**