

# **California Lutheran University School of Education**

## **Pupil Personnel Services Credential School Counseling Specialization Child Welfare and Attendance Specialization**

---



**December 2008**

**GENERIC  
PROGRAM STANDARDS**

## **Standard 1 – Program Design, Rationale 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.**

### **Organizational Structure**

The Pupil Personnel Services Credential Program in School Counseling is administered through the Counseling and Guidance Program within the School of Education. A master's degree in Counseling and Guidance is offered with the credential. The Child Welfare and Attendance specialization began in the Fall of 1999. The School Counseling Internship program began in the Fall of 2000. The Counseling and Guidance program is one of three graduate programs within the Department of Educational Psychology. The Program Director reports directly to the Chair of that Department. An organizational chart can be found in **Appendix 1.4** of the Common Standards.

Admission and advisement procedures for the program are described in the Common Standards response under Standards 5 and 6. Program evaluation procedures are described in Standard 4. As described in Standard 4, we use program development and candidate outcome data for future planning and to remain up-to-date regarding contemporary conditions within the schools. For example, field practitioners and our candidates from LAUSD prompted us to initiate the Child Welfare and Attendance and School Counselor Internship programs. Their requests, in addition to expressed need in this area from our advisory **council and school districts**, stimulated the initiation of this new credential program. The **School of Education Self Study**, conducted in **1997**, provided a school-wide coordination of program evaluations within the School of Education at Cal Lutheran. The use of aggregated data from all S.O.E programs for assessment purposes has been ongoing and was available for program evaluation beginning in 2006.

### **Effective Coordination Between Stakeholders**

There are currently four full-time faculty who teach in the PPS credential program; Dr. Gail Uellendahl, Dr. Cynthia Jew Professor Lisa Buono and Dr. Diana Stephens. Twelve part-time faculty members are currently teaching in the program. Part-time faculty are typically current or recent practitioners in the field who provide up-to-date practices as well as an awareness of current concerns in the school districts. **Summary vitas** for all faculty can be found in **Appendices 3.1 and 3.2** of the Common Standards.

Effective coordination between program faculty is ensured through monthly faculty meetings within the School of Education, monthly scheduled program faculty meetings, twice yearly training opportunities for full and part-time S.O.E. faculty, monthly Dean's Cabinet meetings that include the C&G Program Director and Program Directors meetings. The Dean of the School of Education additionally sends a **monthly** newsletter to all faculty within the School of

Education. Sample minutes from these meetings can be found in [Appendix 4.6](#). We also established a system where by full time program faculty serve as “course administrators” in order to effectively mentor and serve as a resource for adjunct faculty.

The Pupil Personnel Services program is well integrated with other programs within the School of Education and with other departments on campus. The Counseling and Guidance Program regularly joins the Graduate Psychology Department and the Marriage and Family Therapy Program in areas of mutual interest. Full-time program faculty serve on university-wide committees, further enhancing the program’s visibility and integration within the university. The Program Director has served on the Faculty Advancement and Development Committee, Appointment Rank and Tenure Committee, and, currently, the Faculty Executive Committee, which has critical influence on university faculty issues. Program faculty also serve on the Graduate and Professional Education Committee and Institutional Research/Review Board. Program faculty participates regularly in the types of activities described [in Standard 3](#) of the Common Standards.

The PPS credential program maintains a high visibility with local school districts and works in coordination with schools and district offices to provide training and employment opportunities for our candidates. The School of Education Advisory [Council](#) includes PPS holders from the local schools as well as district personnel who inform us about current trends, support program development activities and help us to maintain ongoing partnerships that support our candidates (See Appendix 1.7 of the Common Standards). Program faculty also serve the K-12 community by conducting professional development workshops for school counselors and by holding membership in school counselor organizations. Recently, program faculty offered training workshops for newly hired AB1802 school counselors in the region on the use of student outcome data for evaluation and program development ([see Appendix---](#)). The Counseling and Guidance faculty are additionally involved in the K-12 schools through collaborative partnership funded through grants ([Lesson One](#)) ([See Appendix---](#)) and Critical Incident Stress Management training for school counselors ([see Appendix ---](#)) This input from local practitioners and school districts helps to maintain the quality and effectiveness of our program.

### **Overall Design Of Program**

The Counseling and Guidance Program, including the PPS credential program in School Counseling and Child Welfare and Attendance, is carrying out the mission of the university “to educate leaders for a global society” in that it prepares students to serve as counselors to students in increasingly multi-ethnic, multi-linguistic, and multi-cultural, pluralistic educational settings. The program is also linked to the overall conceptual framework of the School of Education in that we seek to develop **reflective, principled** school counselors.

The PPS program is designed to be fully responsive to the CCTC standards. A matrix for each specialization depicting the specific courses that address each standard is shown in [Appendix GS.1.8](#). A flow chart depicting candidate’s movement throughout the program can be found following the Appendices. In addition, guidance has been provided by the standards of the American Association for Counseling and Guidance guidelines (ASCA National Standards) for

professional preparation programs, and the 1987 WASC/California State Department of Education “Quality Review Criterion for Student Services: Guidance and Counseling.” Additionally, a comparative study was carried out with programs at other universities, along with consultation with local practitioners on our program Advisory Council and CLU faculty. Recent modifications and refinements have been made to our program based on contemporary concerns brought to our attention through student and district data and to address the new CCTC Standards in 2002. For example, we now have a more developmentally appropriate sequence of coursework with clear prerequisites for practical courses and fieldwork. We have also infused issues of diversity as well as ethical considerations throughout the curriculum. Training in conflict resolution and mediation has been incorporated in our classes in Consultation and Interventions for Safe Schools. We prepare our candidates to design and evaluate activities and programs based on student outcomes data (see EDGN 510A and EDGN 529). Our courses have been expanded and new courses developed to address the multiple roles of PPS holders and their ability to maintain accountability through effective research design and evaluation. Our program prepares students to be technologically competent and technology is infused throughout coursework. Technology is first introduced in our EDCG *Tools* course.

In March 1997, as part of our internal self-study, information about the current status of Pupil Personnel Services programs in nearby colleges and universities was compiled (See Appendix GS.1.4). CLU’s curriculum was similar to other non-CACREP (American Counseling Association’s Accreditation of Counseling and Related Educational Programs) programs. This comparison was repeated in 2000 where we also reviewed CACREP approved programs to aid in the restructuring of our new program. Our current program in school counseling meets CACREP criteria.

The Pupil Personnel Services Credential program in school counseling is based on a scientist-practitioner model that 1) provides a professional knowledge base which is a balance between theory and practice, 2) emphasizes the personal growth and development of students, and 3) stresses multicultural awareness and sensitivity as essential for professionals who will serve in culturally and linguistically diverse educational settings. The program is designed to train **reflective, principled** counselors who are strong in their knowledge of theory and are able to draw upon this knowledge in their practice of school counseling. As students develop counseling skills through coursework and fieldwork, they are encouraged, through supervision and class assignments, to use theory to inform their choices as practitioners and to use data from the field to enhance their understanding of theory. This ability to reflect on their work enables them to make effective contributions as school counselors. They are also prepared to take leadership roles in researching, designing, implementing and evaluating counseling and guidance programs and services, particularly as they relate to academic performance and other student outcomes.

The program is designed to provide students with a sound theoretical base and includes coursework that addresses human development theories, learning theories, educational theories, consultation theories and counseling theories. Theorists that form the basis of our program include; Erikson, Piaget, Kohlberg, Gilligan, Corey, Lindsey, Chickering, Wheatly, Henderson, Fassinger, Cross, Payne, Rogers, Adler, Perls, Ellis, Meichenbaum, Glasser, Bandura, Lazarus, Skinner, Bowen, Haley, Minuchin, Yalom, Super, Roe, Holland, Sue, Wright, Ivey, Helms. A

full reference list can be found in **Appendix GS.1.5**. Particular attention is given to current theories and scholarly research that are more inclusive with regard to issues of diversity. A cognitive-behavioral approach combined with humanistic work is at the center of our skill development courses. The rigorous curriculum builds upon a foundation of basic theory and provides for the sequential development of professional knowledge and skills. In addition to the practical skills that our students develop as counselors, they are encouraged to develop their ethical standards and principles to help guide their practice. The underlying program goal philosophy is to prepare graduates who will identify strongly with their professional roles and consistently adhere to ethical standards. Candidates are additionally encouraged to reflect on and further develop their personal dispositions as guided by our STRIVE statements forming our conceptual framework for the S.O.E. They are assessed on these dispositions upon entry, prior to clinical field work, and upon exit from the program. A new process for addressing student deficits has been implemented. This allows faculty to offer early intervention to those candidates who are not meeting program objectives.

Upon completion of the Pupil Personnel Services Credential program, graduates will display the ability to:

- Design, implement, and evaluate comprehensive counseling and guidance programs in K-12 schools
- Consult and collaborate with teachers, parents, and other professionals in order to solve student problems
- Advise students about their educational plans
- Advise students about their career plans
- Counsel students individually about their personal and social development
- Counsel students in groups about their personal/social and/or academic development
- Understand factors contributing to and methods and programs for preventing failure in school
- Enlist knowledge of social and cultural influences that may act as a barrier to learning

The Pupil Personnel Services credential program consists of 17 courses designed to prepare candidates to become school counselors in kindergarten through 12<sup>th</sup> grade as well as in adult education settings. A total of 48 credits are required to complete the credential program. A Master of Science degree in Counseling and Guidance can be obtained by either passing a comprehensive examination or completing a thesis. Coursework includes generic education courses, courses specific to counseling theory and development and practical courses specific to school counseling. Course sequence allows students to develop a strong understanding of counseling and vocational development theory before taking courses that focus on their skill

development as practitioners. Course descriptions can be found in [Appendix GS.1.6](#) and a sample course sequence has been modified to include the Internship option. (See [Appendix GS.1.7](#)) The program currently has school counseling internship agreements with [eleven](#) school districts (See [Appendix 1.9](#)).

The specialization in Child Welfare and Attendance incorporates existing coursework in school law, consultation, collaboration and supervision, interventions for safe schools and resilient students, systems approaches and field studies. One additional seminar has been developed to specifically focus on issues related to attendance and school safety. Policies and procedures, legal issues, early detection and intervention, and factors related to truancy are covered in this seminar. In addition to a possible 50 field hours in attendance obtained through the two existing field courses, the new seminar will require students to gain 100 more hours working in the area of attendance and school safety. A total of 150 hours in child welfare and attendance is required for completion of this specialization.

In fall 2006 we implemented a cohort model at both our Oxnard and Woodland Hills centers. In this model, students build supportive relationships and work in teams similar to those they will encounter in the K-12 setting. An analysis of this model will be conducted in Spring 2009 when the first cohort completes the program. Prior to that date, we will conduct interviews and focus groups with candidates as part of our ongoing, formative assessment.

The curriculum design of the program includes an array of courses including 1) those in which basic theory and concepts are presented in relatively large classes (20-23), 2) small seminars where discussion, role playing, and case study analysis predominate, and 3) supervised practicum and field studies courses where students apply their knowledge and skills in real life educational settings, classes that focus on counseling skill development for work with individuals and groups are limited to 12 and 14 candidates respectively to allow more frequent and deeper practice. In all courses, classroom experiences and assignments enable students to link theory and practice through application, analysis, synthesis and evaluation as employed by professionals in contemporary schools. Students are expected to use primary readings, empirical data, and knowledge of methods of inquiry in their discipline.

The opportunity to work collaboratively with other students is a hallmark of Counseling and Guidance courses. Among the collaborative experiences that students have are group projects and classroom exercises, role-playing, case study, and sharing field experiences with each other. This interaction serves to enhance students' self-knowledge and interpersonal skills, both of which are important for a career in school counseling. Additionally, schools are increasingly utilizing collaborative teams to plan and develop educational programs. School counselors along with other educators must have the collaborative skills that will allow them to participate fully in the planning and decision-making that their professional role requires and to prepare them for their role on the school leadership team.

Each course within the program provides students with opportunities to address ethical issues and concerns. The technique of providing students with ethical "dilemmas" is frequently used during early coursework. Later on, students are encouraged to present real life ethical concerns that they are experiencing at their field sites. These exercises aid students in their development

as **reflective, principled** school counselors as they prepare to enter their professional careers. Issues of diversity are also addressed in each course as relevant to contemporary school settings.

### **Supporting Documents**

Appendix GS.1.1	Notice of Panel
Appendix GS.1.2	Site Supervisor Survey
Appendix GS.1.3	Counselor Assessment Use Survey
Appendix GS.1.4	Comparison Study of Pupil Personnel Service and Child Welfare and Attendance Credentials issued at similar institutions
Appendix GS.1.5	Text Book Reference List
Appendix GS.1.6	Program Brochure
Appendix GS.1.7	PPS Cohort Suggested Sequence List
Appendix GS.1.8	Specialization Matrix

### **Common Standards**

Appendix 1.4	The Organizational Structure of the School of Education
Appendix 1.9	Internship Agreements for School Counseling
Appendix 3.1	Summary Vitae of Full Time Faculty
Appendix 3.2	Summary of Lecturer Qualifications
Appendix 4.6	School of Education Part-time/Practitioner Meeting Minutes

## **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.**

An understanding of human development must be a fundamental aspect of a counselor preparation program. Not only child and adolescent development are viewed as essential to our program at California Lutheran University, but also adult development. Therefore, candidates study development as it proceeds through the life span from conception to death. During this study, candidates also learn about important family stages and the stages involved in an individual's career development.

In order to prepare counselors for the important role of assisting students with their learning, California Lutheran Pupil Personnel Services Credential candidates learn about cognitive development, the learning needs of culturally and linguistically diverse students, and the needs for those students who are considered to be at risk for failure. They additionally understand factors influencing student resiliency. Other important components of candidates' knowledge base are social and personality development and the way in which they contribute to and affect students' success in school. The basis for candidates' learning is grounded in the study of theorists such as Piaget, Freud, Erikson, Gilligan, Kohlberg, Chomsky, Vygotsky, Super, Skinner, Bandura, Maslow, Rogers, Chikering, Fassinger, Phinney, Cross, Payne and Lorenz and engagement in learning activities designed to ensure that they can turn theory into practice.

The primary courses which address this standard are EDGN 512 *Lifespan Human Development*, EDGN 515 *Advanced Educational Psychology*, EDCG 521 *Counseling Theory and Practice*, EDCG 523 *Group Process and Leadership*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, and EDCG 526 *Microskills in Counseling*, EDCG 527 *Educational and Career Planning*, EDCG 533 and 534 *Field Studies in School Counseling I and II*. Assignments and learning activities required by each syllabus or handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge specified in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Growth and Development**

*EDGN 512 Lifespan Human Development*: In this course, candidates gain knowledge of normal and abnormal development as they relate to student progress in a school setting, through research, readings, doing observations, viewing films, engaging in discussions and listening to guest speakers. For assignments, candidates apply theoretical foundations to observations of individuals at different stages in the lifespan; write a paper on theories of development and their application; and complete a personally relevant final project about their own development. We have recently piloted the use of a blog in order to aid in self and group reflection.

EDGN 515 *Advanced Educational Psychology*: Important components of this course are gaining knowledge about the wide variety of social and cultural influences that may affect pupils in a school setting; applying the theoretical foundations underlying human learning and applying theoretical approaches that encourage optimal academic and social learning; identifying instructional strategies designed to meet diverse student needs; interpreting gender, linguistic, cultural, ethnic and racial issues related to learning; and identifying cognitive and social skills needed for students to gain self-direction and independence in their learning. Assignments include readings, writing a research paper addressing a theory or theories, and a final examination.

EDCG 521 *Counseling Theory and Practice*: Course topics relevant to this Standard include the importance of not engaging in cultural stereotyping; counseling strategies appropriate for various age levels; and the influence of family on students' progress in school. Classroom activities include the use of case studies and role-playing during which candidates apply theoretical approaches such as Behavioral, Adlerian, Solution Focused, Brief Therapy, and Reality Therapy to real life situations, which involve regular and exceptional individuals of diverse cultural and racial groups. Other assignments include readings, research paper, oral presentation, and a final examination.

EDCG 526 *Microskills in Counseling*: In this course, candidates extend their counseling knowledge and develop skills through practicing counseling techniques with simulated clients of differing ages and cultural groups. Candidates are observed and given feedback by their instructor and classmates; and are videotaped. Additionally, candidates analyze case studies, engage in role playing activities; and complete exercises in a study guide. Scenarios used in classroom activities incorporate many of the factors in this Standard in order to enable candidates to demonstrate their skills in helping students to overcome problems related to their ability to be successful at school.

EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*: In this course, students identify factors related to pupil resiliency and developmental assets, and methods for enhancing resiliency in children and families. Learning activities include, readings, administration of a resiliency scale, writing assignments, and development of prevention and early intervention program.

EDCG 527 *Educational and Career Planning*: Relevant course content includes a study of career stage theories and their application in a school setting. Learning activities include readings, observation, and developmentally sound elements of designing a career center with an underlying career theory.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: In this course, candidates extend and reinforce their knowledge of growth and development through application under supervision in an elementary, middle school or high school setting. Evidence of knowledge is demonstrated through classroom reflection, written assignments, field logs, the university supervisor's site observation critiques, and the site supervisor's summative evaluation of competence.

**Supporting Documents**

Appendix GS.31.1

Field Handbook

Course Syllabi

EDCG 521

EDCG 523

EDCG 526

EDCG 525

EDCG 527

EDCG 533

EDCG 534

EDGN 512

EDGN 515

### **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.**

The Cal Lutheran Pupil Personnel Services Credential program is committed to preparing school counselors who are able to enlist knowledge of social and cultural influences in order to reduce barriers that may affect student learning. To ensure that graduates of the program are prepared to do that, the theme of student diversity is infused throughout the program into every course. Candidates examine their own values, biases, and sensitivities; learn about specific cultural groups; the effects of culture, race, gender, lifestyle, stereotyping, family, socioeconomic status, gender, sexual orientation, language and values on students' progress in a school setting.

Counselors must be prepared to serve in increasingly diverse settings in California schools. The California Department of Education 1992 publication *Second to None: A Vision of the New California High School* reported that California is second in the United States in its African American population; first in Hispanic population...one of every three Hispanic children in the U.S. lives in California; first in Asian population...two of every four Asian children in the U.S. live in California. It also found that in California fifteen percent of its population was born in another country; California has the highest percentage of children in the U.S. living below the poverty level (22 percent); and one in four children in California is born to an unmarried mother. **Nearly 60 percent of California's children were an ethnic minority by the year 2000.**

The Pupil Personnel Services Program at California Lutheran University has been designed to respond to and consider the needs of this changing population. Coursework provides opportunities for candidates to obtain the knowledge and skills necessary to counsel and advise students of many cultures about personal, social, educational and academic issues in order to assist them to succeed in school. Additionally, candidates will have opportunities to demonstrate knowledge about social and cultural influences in the environment that affect students in a school setting. We also provide opportunities for personal reflection as well as awareness of the impact of individual and institutional bias on undeserved populations. Coursework includes a study of the recommendations of Sue & Sue, Fouad, Gilligan, McGoldrick, Kolberg, Ivey, Slavin, Wright Linsey, Phinney, Cross, Fassinger, Banks, and Brophy.

The primary courses which address this standard are EDGN 512 *Life Span Human Development*, EDGN 515 *Advanced Educational Psychology*, EDCG 521 *Counseling Theory and Practice*, EDCG 526 *Microskills in Counseling*, EDCG 527 *Educational and Career Planning*, EDCG 533 and 534 *Field Studies in School Counseling*. Assignments and learning activities required by each syllabus or handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge specified in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Sociocultural Influences**

EDGN 512 *Life Span Human Development*: In this course, candidates gain knowledge about societal changes and sociocultural influences in families, the effect of socio-economic status on the development of sexual attitudes and behavior, and the effect of gender on learning. Multiple frameworks are introduced to further understand identity development with regard to race, gender, and sexual orientation. Relevant learning activities include readings, classroom discussion, a research paper, and a final examination.

EDGN 515 *Advanced Educational Psychology*: Important components in this course are gaining knowledge of the wide variety of social and cultural influences that may affect students in a school setting, including cross-cultural interactions and their effect on teacher-student and student-student relationships. Relevant activities include classroom discussions and a research paper about the application of a theory to education for at least one different cultural group or setting.

EDCG 521 *Counseling Theory and Practice*: In this course, candidates gain knowledge about the influence, the culture and values on development. Each candidate also demonstrates knowledge of his/her own value system and its relation to his/her ability to work with students with different values and beliefs, and demonstrates knowledge of socio-cultural influences on communication styles that may be most appropriate for individuals from a culture different from his/her own. Learning activities include readings about specific cultural groups and families, writing a research paper tying theory to application, and engaging in case study analysis and role playing involving scenarios about counseling strategies for diverse clients.

EDCG 526 *Microskills in Counseling*: This course provides opportunities for candidates to learn and practice counseling skills appropriate for students from differing cultural groups, lifestyles, and family situations. Gender issues are also important. Learning activities include case study analysis, role playing, and videotaping during which candidates demonstrate their counseling skills and get feedback from their instructor and classmates. Additionally, candidates are videotaped and complete exercises in a student study guide. In-class peer and instructor assessment includes multi-culturally sensitive awareness and behaviors.

EDCG 527 *Educational and Career Planning*: In this course, candidates gain knowledge of appropriate career education programs and career counseling techniques for the various cultural groups and the way in which families from these groups can be enlisted in supporting

educational efforts. Candidates also gain knowledge about social and cultural influences in the school environment that may affect the delivery of pupil personnel services designed to promote academic and career success. Relevant learning activities include readings, **observation at a school site**, case study analysis, role playing, listening to guest lecturers, and final examination.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: Candidates extend and reinforce their knowledge of sociocultural influences by counseling under supervision with students at a school site who are culturally different than them. Other evidence of knowledge is demonstrated through classroom reflection, additional written assignments, field logs, the university supervisor's site observation critiques, and the site supervisor's summative evaluation of competence.

### **Supporting Documentation**

#### Course Syllabi

EDGN 512  
EDGN 515  
EDCG 521  
EDCG 526  
EDCG 527  
EDCG 533  
EDCG 534

### **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, the influence of multiple factors on pupil achievement. The program required 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.**

The program prepares candidates to gain broad-based knowledge of assessment theories and methods related to emotional, intellectual, physical and social characteristics so that through this knowledge they are able to assist students both directly and indirectly toward meeting success in school. Candidates gain fundamental knowledge of the basic principles of assessment and the relationship between assessment and learning and instruction through their study of formative and summative assessment; psychological, educational and career tests; criterion-referenced tests; portfolio assessment; and observation methods. They additionally are prepared to conduct action research and program evaluations. Among the theorists and researchers that are included in their study are Anastasi, Binet, Cattell, Weschler, Cronbach, Popham, Holland, Lindsey and Super.

The primary courses, which address this Standard, are EDGN 504 *School Law*, EDGN 554 *Educational Measurement*, EDGN 510A *Action Research for Practitioners*, EDCG 527 *Educational and Career Planning*, EDGN 529 *Organization and Administration of Pupil Personnel Services* and EDCG 533 and 534 *Field Studies in School Counseling*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

#### **Coursework and Quality Factors Relating to Assessment**

*EDGN 504 School Law*: In this course, candidates gain knowledge about case law involving the use of tests in school and test bias. Learning activities include reading cases, writing a case brief, quizzes, and a final examination.

*EDGN 510A Action Research for Practitioners*: Candidates learn about research methods and practices for assessing the impact of school programs. They apply this knowledge by learning skills required to design a research proposal for k-12 settings based on student need. Outcome research on guidance programs is encouraged. Other learning activities include readings, class discussion, and evaluation activities.

*EDGN 554 Educational Measurement*: In this course candidates gain knowledge of assessment theories and methods appropriate to the backgrounds of pupils; of the effects of emotional, intellectual, physical and social characteristics on the learning performance of a diverse population; the influences of the assessment environment upon outcomes; and the influence of non-cognitive factors on assessment outcomes. Learning activities include readings, class discussion, analysis and critiques of standardized and non-standardized assessment methods

appropriate or not appropriate for specific groups; development of a criterion referenced test; group test interpretation project; keeping a portfolio journal and a final examination.

EDCG 527 *Educational and Career Planning*: Candidates learn about non-biased assessment methods for assessing career abilities, interests, personality, values, and career maturity. Learning activities are designed for candidates to demonstrate knowledge about the principles underlying the selection, administration and interpretation of assessment methods and the effects of culture, gender, socioeconomic and environmental factors on assessment. Activities include class discussions, candidates taking a battery of career tests and writing a subsequent self-assessment report, analyzing case studies which include assessment data, role playing situations related to the interpretation of assessment results, and a final examination.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: Candidates learn methods of evaluating school counseling and guidance programs. They are prepared to design results based programs using student outcome data. Learning activities include the design of a comprehensive counseling and guidance program that includes an evaluation component.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: Candidates extend and reinforce their knowledge about assessment as it relates to student learning through application of knowledge under supervision in a school setting. Activities include administering achievement and/or career tests; observing students in classrooms; consulting with teachers, parents, administrators; presenting a staff development program; meeting with student study teams. Evidence of knowledge is demonstrated through classroom reflection, written assignments, field logs, the university supervisor's site observation critiques, and the site supervisor's summative evaluation of competence.

### **Supporting Documentation**

Appendix GS.31.1    Field Handbook  
                            Course Syllabi  
                            EDGN 504  
                            EDGN 554  
                            EDGN 510  
                            EDCG 527  
                            EDCG 529  
                            EDCG 533  
                            EDCG 534

### **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.**

The program is committed to preparing counselors who are able to collaborate with the school and the community in order to develop successful prevention programs based on early identification of students at risk for failure in school. Because this is such an important principle under girding the Pupil Personnel Services Credential program, this aspect is infused in course work throughout the program. Candidates have opportunities in many courses to learn about those students considered to be at risk and to gain knowledge about early intervention and prevention methods and techniques.

The primary courses in which this Standard is addressed are EDCG 521 *Counseling Theory and Practice*, EDCG 523 *Group Process and Leadership*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 532 *Systems Approaches in Schools* and EDCG 533 and 534 *Field Studies in School Counseling I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

#### **Coursework and Quality Factors Relating to Problem Prevention and Early Intervention**

EDCG 521 *Counseling Theory and Practice*: Candidates gain knowledge of individual counseling approaches that promote student success. Learning activities include readings about theory and application for diverse student populations, research paper and oral presentation, role playing using scenarios that involve at-risk students, and a final examination.

EDCG 523 *Group Process and Leadership*: In this course, candidates gain knowledge of group counseling techniques that promote pupil success and methods and techniques of resolving conflicts between and among pupils and groups of pupils. Learning activities include participating in an experiential group, keeping a journal; developing a plan for a group designed to address students at risk, and a final examination.

EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*: Candidates gain knowledge of the characteristics of pupils at risk for failing in school; the conditions that place pupils at risk; assessment procedures for evaluating risk; and interventions for preventing further problem development including such critical areas as suicide, child abuse, alcohol and other drug abuse, and school violence. Additionally, candidates learn about effective programs, methods and/or techniques for preventing failure and promoting success of pupils and schools; and methods for working with school staff, parents and other persons having influence in pupil's lives. Learning activities include readings, class discussions, guest lecturers involved in critical areas, writing assignments, creation of an early prevention/intervention program, and a final examination.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: Important components of this course include those by which candidates gain knowledge State and National Standards as well as programs, methods and/or techniques effective in preventing failure and promoting success of pupils and schools; methods of collaboration, consultation with parents, staff and other professionals; and the effects of school organization systems upon pupils. Learning activities include designing a comprehensive counseling and guidance program; interviews of PPS professionals; readings, class discussion, and a school program assessment design to intervene with those factors impacting the achievement gain.

EDCG 532 *Systems Approaches in Schools*: Using a family systems approach, candidates gain knowledge and skill in assessing classroom, family, school, community factors that support pupil learning and systems leadership models are also explored. Learning activities include readings, case studies, analysis of a system impacting student learning, and final examination.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: Candidates extend and reinforce their knowledge at a school site through supervised direct and indirect primary prevention and intervention with students, consultation with staff, program development, and utilizing referral sources. One assignment is specifically focused on the needs of an at-risk population of students. Evidence of knowledge is demonstrated through in-class reflections, written assignments, field logs, the university supervisor's site observation critiques, and the site supervisor's summative evaluation of competence.

### **Supporting Documentation**

Appendix GS.31.1    Field Handbook  
                            Course Syllabi  
                            EDCG 521  
                            EDCG 523  
                            EDCG 525  
                            EDCG 529  
                            EDCG 532  
                            EDCG 533  
                            EDCG 534

## **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 required candidates to demonstrate the ability to access information about legal and ethical matters.**

The development of professional ethics is central to the PPS program at CLU. A part of CLU's mission is to "*educate leaders for a global society who are strong in character and judgment*". The School of Education, of which the PPS program is a part, is committed to preparing *reflective, principled educators*. A professional code of ethics is developed through knowledge of ethical codes pertaining to professionals who deliver services to school staffs, pupils, and their families and through self-reflection and understanding of how one's personal values interact with this service delivery.

Throughout California Lutheran University's program, candidates engage in study and learning activities that enable them to understand the way in which the laws of public education address the rights and responsibilities of all children in the schools and those who are involved in their learning. Candidates are knowledgeable about the Federal and California laws and regulations and the effects of these laws on school professionals and their pupils. They further gain skill in ways to keep up-to-date about these laws and regulations. Specific areas of focus include child abuse reporting, due process, confidentiality, duty to warn, attendance and truancy, state mandates regarding student progress and graduation, and special education mandates.

The program provides learning opportunities that enable students to identify ethical conflicts within their role in the schools as well as the skills and resources required to resolve such ethical dilemmas. Candidates demonstrate their competency in these areas through didactic coursework, simulated scenarios, and in field practice under supervision.

The primary courses that address this Standard are EDGN 504 *School Law*, EDGN 554 *Educational Measurement*, EDCG 521 *Counseling Theory and Practice*, EDCG 523 *Group Process and Leadership*, EDCG 526 *Microskills in Counseling*, EDCG 527 *Educational and Career Planning*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 528 *Practicum*, EDCG 533 and 534 *Field Studies in School Counseling I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Professional Ethics and Legal Mandates**

**EDGN 504 *School Law*:** Candidates gain knowledge of California and Federal laws and regulations affecting pupil personnel services programs, pupils, staff, and parents (e.g., confidentiality, child abuse reporting, pupil records and attendance) and of state requirements for academic progress and high school graduation. Learning activities include readings, classroom discussion, developing case briefs, quizzes and a final examination.

EDGN 554 *Educational Measurement*: Candidates gain knowledge about laws governing the use of tests in schools and ways to advocate for fair use and prevent test bias. Assignments and learning activities include readings, classroom discussion, analyses of specific tests, role-playing, and final examination.

EDCG 521 *Counseling Theory and Practice*: Candidates demonstrate knowledge and skill in applying ethical standards and practices developed by the American Counseling Association and the American School Counselor Association, adopted by the California Association for Counseling and Development. Learning activities include readings, class discussion, case study analysis involving ethical counseling situations, role playing dyads, and final examination.

EDCG 523 *Group Process and Leadership*: Candidates demonstrate knowledge and skill in applying ethical standards and practices through participating in an experiential group, designing a group for students, and, through case analysis, examining ethical dilemmas in working with student groups.

EDCG 524 *Consultation, Collaboration, and Supervision*. **Candidates**

EDCG 526 *Microskills in Counseling*: In this course, candidates extend their knowledge and develop skills through counseling practice with simulated clients of differing ages and cultural groups. As they engage in practice, they apply ethical standards and practices indicated above in EDCG 521. Learning activities include analysis of case studies and completion of exercises in a student study guide. Evidence of competence is gained through observation and feedback given by their instructor and classmates.

EDCG 527 *Educational and Career Planning*: Candidates gain knowledge of state requirements for academic progress and high school graduation. Learning activities include readings, class discussion, guest lecturers, case study analysis, role-playing dyads and small groups, and a final examination.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: In this course, candidates obtain knowledge about legal enablements and constraints involved in comprehensive guidance and counseling programs and in the roles and functions of PPS holders working in schools, confidentiality, attendance, school safety, and civil rights. Assignments and learning activities include readings, development of a comprehensive counseling and guidance program, interviews of PPS professionals, class discussion, and a final examination.

EDCG 528 *Practicum*, EDCG 533 and 534 *Field Studies in School Counseling I and II*: In these courses, candidates extend and deepen their knowledge and skill through carrying out supervised practica and field work at school sites and/or agency. In fulfilling their roles as PPS professionals in training, they are required to adhere to all laws and ethical codes that relate to the students whom they serve. Evidence of the demonstration of their knowledge in this area is provided during in-class reflections, written assignments, the university supervisor's site observation critiques, and the site supervisor's summative evaluation of competence.

**Supporting Documents**

Appendix GS.31.1    Field Handbook  
                            Course Syllabi  
                                  EDGN 504  
                                  EDGN 554  
                                  EDCG 521  
                                  EDCG 523  
                                  EDCG 524  
                                  EDCG 526  
                                  EDCG 527  
                                  EDCG 529  
                                  EDCG 528  
                                  EDCG 533  
                                  EDCG 534

## **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.**

The PPS program recognizes the relation between family-school collaboration and student learning and achievement. This issue is so central to our candidate's training that we have incorporated a systems approach in much of our curriculum. Candidates acquire knowledge and skills in reaching out to and including families in the educational process. Awareness of and sensitivity to diverse family needs and priorities that are dependent on socio-cultural and economic factors are seen as critical. Skills in effective communication and a service-leader style are promoted throughout the program.

Candidates gain knowledge about the differing developmental factors that define the nature of successful parent/family involvement for the various grade levels, and are skilled at designing programs and support services that serve to foster this involvement. They additionally help school staff and families to collaborate when developing and implementing behavioral plans to aid student development and learning and to educate them about the positive impact of such collaboration.

The primary courses which address this Standard are EDGN 515 *Advanced Educational Psychology*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, EDCG 532 *Systems Approaches in Schools*, EDCG 533 *Field Studies in School Counseling I*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Family-School Collaboration**

*EDGN 515 Advanced Educational Psychology*: Important components of this course are gaining knowledge about the wide variety of social and cultural influences that may affect pupils in a school setting; applying theoretical foundations underlying human learning and applying theoretical approaches that encourage optimal academic and social learning, including family influence; identifying strategies designed to meet diverse student needs; interpreting gender, linguistic, cultural, ethnic and racial issues related to learning; and identifying cognitive and social skills needed for students to gain self-direction and independence in their learning. **Assignments include readings, writing a research paper addressing a theory or theories, and a final examination.**

*EDCG 524 Consultation, Collaboration, and Supervision*: Related elements in this course include methods for parent/guardian involvement to support the learning and achievement of pupils. Knowledge and skills for communicating effectively with parents/families from diverse

backgrounds and perspectives is learned in order to maximize supportive home-school alliances. Candidates are able to identify and utilize effective practices for including families as members of the student education team. They can consult parents about barriers as well as facilitating factors to learning and achievement and can design parent workshops that foster parental involvement. Learning activities include readings, class discussion and demonstrations, guest speakers, case study analysis, role-playing in dyads/teams, design a collaborative project, and final project.

*EDCG 525 Interventions for Safe Schools and the Promotion of Student Resiliency:* Candidates gain knowledge about interventions that support safe school environments and factors that increase success for students at-risk. Factors that facilitate resiliency and build developmental assets in children are learned, and candidates gain skill in being able to educate families and school staff regarding their roles in fostering such factors. Parent effectiveness training, including parental role in homework, attendance, and achievement is reviewed. Knowledge about methods for increasing appropriate parental involvement that is dependent on grade level is also learned. Learning activities include readings, “best practices”, videotapes, review and administration of a resiliency scale, development of a project that includes parental involvement, team presentation and final project.

*EDCG 532 Systems Approaches in Schools:* This course is specifically designed to give candidates knowledge of family systems theory and its application in the school setting. Knowledge about family structures and dynamics is learned and candidate awareness of cultural issues related to family involvement in pupil education is enhanced. Skills are learned that help candidates successfully interact and collaborate with diverse family structures in the effort to increase student learning and success in school. Learning activities include class discussion, readings, videotapes, family analysis, case study with various systems approaches, develop a parent workshop, and final examination.

*EDCG 533 Field Studies in School Counseling I:* Candidates extend and strengthen their skills in supervised school settings. Related assignments and evidence of candidate competence include the development and implementation of a parent education workshop/meeting, field logs, university supervisor’s site observation critiques (2), and site supervisor’s summative evaluation of candidate competence.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
                                  Course Syllabi  
                                  EDGN 515  
                                  EDCG 524  
                                  EDCG 525  
                                  EDCG 532  
                                  EDCG 533

## **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.**

A part of CLU’s mission is to “*educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation and committed to service and justice*”. The School of Education, of which the PPS program is a part, is committed to preparing *reflective, principled educators who STRIVE to:*

- *Serve as mentors and models for moral and ethical leadership*
- *Think critically to connect theory with practice*
- *Respect all individuals*
- *Include and respond to the needs of all learners*
- *Value diversity*
- *Empower participation in educational growth and change*

These conceptual foundations are reflected throughout the PPS program where there are many opportunities for students to self reflect about their own self-esteem, their personal and social responsibility, and commitment to continued personal and professional development throughout the lifespan. Further, they are able to translate this knowledge into practice with pupils in K-12 settings through services, program and curriculum development that enhances pupils self-esteem and personal/social responsibility as defined by the personal/social domain of the ASCA national/CA state model.

Candidates are given assignments and experiences that enable them to assess their own development as confident, competent PPS professionals. They gain knowledge about the facilitating factors related to self-esteem development as well as the methods for ameliorating those barriers to positive self-esteem. Candidates understand their roles and functions as PPS professionals in the schools, community, and society at large and given opportunities to develop as professionals who understand and embrace the responsibilities that these roles assume. Personal growth and development during the program is fostered, as are methods and opportunities for lifelong learning.

The primary courses which address this Standard are EDGN 512 *Lifespan Human Development*, EDGN 515 *Advanced Educational Psychology*, EDCG 526 *Microskills in Counseling*, EDGN 554 *Educational Measurement*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, EDCG 532 *Systems Approaches in Schools*. Assignments and learning activities required by each syllabus indicate the way in which candidates are to demonstrate the successful acquisition of the

knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Self-Esteem and Personal and Social Responsibility**

EDGN 512 *Lifespan Human Development*: Related elements of this course include knowledge about theories of personal and social development and factors related to self-esteem development throughout the lifespan. These influences are further understood for their affect on learning. Learning activities include readings, classroom discussion, observations of individuals across the lifespan, a research paper and final project.

EDGN 515 *Advanced Educational Psychology*: Important components of this course include knowledge of socio-cultural factors that impact student learning and social development. Candidates also identify the cognitive and social skills needed to gain self-direction and responsibility for their own learning. Assignments include reading, class discussions, research paper addressing a learning theory or theories, and final examination.

EDGN 554 *Educational Measurement*: Related components of this course include knowledge of assessment theories and methods appropriate to the backgrounds of all pupils; emotional and social characteristics and learning performance; and the influence of non-cognitive factors on assessment outcomes. Assignments and learning activities include readings, class discussion, analysis and critiques of standardized and non-standardized assessment methods for different groups, development of a criterion referenced test, group test interpretation, **keeping a portfolio** journal, and final exam.

EDCG 526 *Microskills in Counseling*: Candidates extend their counseling knowledge and self-awareness as they practice simulated and peer counseling. Techniques for supporting student/clients self-esteem enhancing behaviors are learned and practiced. Counselor qualities of respect and unconditional positive regard for all pupils are fostered and candidate self-awareness is increased through reflective practice and feedback. Assignments and learning activities include readings, case study analysis of people with self-esteem problems, role-playing, completing exercises in a study guide, videotaped sessions, and a reflective journal and paper.

EDCG 524 *Consultation, Collaboration, and Supervision*: Candidates gain knowledge and skill in working with school staff, parents, and communities in a team approach to enhance students' acquisition of self-esteem and personal and social responsibility. Learning activities include readings, case study analysis, role-playing, team project and final examination.

EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*: Candidates gain knowledge about whole school programs and practices to enhance the self-esteem and school community responsibility of all students. They additionally understand the relation between poor self-esteem, behavioral problems, and low academic achievement. Skills at creating programs to effect a positive school climate are learned. Affective curriculum for small groups and in the classroom in this area are reviewed and critiqued. The relation between pupil self-esteem and resiliency and learning is understood as are approaches for increasing resiliency for children at-risk. Social skills training is one of the specific areas addressed in this course. Assignments and learning activities include readings, literature searches and reviews, videotapes

of self-esteem curriculum, development of a prevention/intervention project, and final examination.

EDCG 532 *Systems Approaches in Schools*: Related components include knowledge of a systems approach to understanding and impacting school wide policies and procedures that support the development of pupil personal and social responsibility and positive self-esteem. Candidates gain skill in working with the various systems that impact on student learning in this area and the dynamic relation between them including, teachers, administrators and parents. Assignments and learning activities include readings, classroom discussion, critical analysis, case studies, small group work, a systems research and analysis project.

### **Supporting Documents**

#### Course Syllabi

EDGN 512

EDGN 515

EDGN 554

EDCG 526

EDCG 524

EDCG 525

EDCG 532

## **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 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.**

The program recognizes that in order for all children to succeed, they and the entire school community need to feel safe and secure. The PPS program is committed to preparing school counselors and child welfare and attendance professionals who understand the importance of both individual and whole school safety. Candidates gain knowledge about how to positively effect school climate through comprehensive program development and are able to learn “best practices” from existing successful programs throughout the country. Current research on “bullying” and other forms of school violence are used to develop skills in designing curriculum, programs, and interventions for bullies, victims, and bystanders.

Critical incident debriefing skills are taught throughout the program to allow candidates to develop abilities to intervene during and following individual and school-wide crises. Community and familial factors related to occurrence of violence are learned as well as methods and approaches for mitigating these factors and enhancing resiliency, positive self-esteem, and self-control. Skills in both designing and leading anger management and social skills development, and conflict resolution/peer mediation are developed. Candidates further understand their role in the development of a school safety plan and are able to effectively serve as members of the school safety and violence prevention team to create a safe, positive school culture.

The primary courses which address this Standard are EDGN 504 *School Law*, EDCG 521 *Counseling Theory and Practice*, EDCG 523 *Group Process and Leadership*, EDCG 526 *Microskills in Counseling*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 532 *Systems Approaches in Schools*. Assignments and learning activities required by each syllabus indicate the way in which candidates are to demonstrate the successful acquisition of knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to School Safety and Violence Prevention**

EDGN 504 *School Law*: Related factors in this course include candidate knowledge of school education codes and ethics regarding sexual harassment in school and strategies for reducing these incidents through education and prevention. Learning activities include readings, case law analysis, developing case briefs, quizzes and a final examination.

EDCG 521 *Counseling Theory and Practice*: Candidates gain knowledge of counseling approaches that promote student success. Procedures for identifying those students at-risk for suicide and violence are learned. Learning activities include readings, class discussions, videotapes, theory and application paper for diverse student populations, oral presentation, role-playing, and final examination.

EDCG 523 *Group Process and Leadership*: In this course, candidates gain knowledge of group counseling techniques that promote pupil success and methods and techniques of resolving conflicts between and among pupils or groups of pupils. Strategies for leading grief and loss groups are also covered. Learning activities include participating in an experiential group, practice leadership, keeping a reflective journal, developing a group designed to address students at-risk, and a final examination.

EDCG 524 *Consultation, Collaboration, and Supervision*: Related aspects of this course include knowledge about consulting and collaborating with school staff and parents about effective programs and activities for promoting the success of students at-risk for failure. Supervision of peer mediation programs to reduce incidents of school violence and conflict is also addressed. Learning activities include readings, class discussions, guest speakers, role-playing dyads, development of team project to solve student problems and barriers to learning, final examination.

EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*: This course is specifically designed to provide candidates with knowledge about programs and methods for creating and maintaining safe schools and for helping pupils develop individual and interpersonal skills for managing and coping with the conditions that place them at risk for violence. A wide range of prevention and intervention programs are investigated and candidates gain skills that will enable them to replicate successful practices in the area of school-wide safety and violence prevention. Of particular focus are those programs designed to decrease bullying. Learning activities include readings, development of a school safety plan, literature searches and reviews, development of a prevention/intervention project, **in-class role-play of critical incident debriefing** (including triage procedures), team presentation and final examination.

EDCG 526 *Microskills in Counseling*: This in-class practicum provides candidates with skills necessary to detect early warning signs that place students at-risk. Candidates gain practice in assessing emotional, cognitive, and behavioral predictors and skill in developing plans to prevent their negative impact on student outcomes. Included are skills required for suicide and violence assessment and ethical and legal responsibilities in these situations. Learning activities include readings, videotapes, role-playing dyads, reflective writing, case analyses, workbook assignments, and final practical examination.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: Important components of this course include those by which candidates learn knowledge of programs, methods, and techniques effective in creating positive, safe school climates; methods of collaboration with parents, staff and other professionals to support this effort; and the effects of the school organization on the safe climate in schools. Learning activities include designing a comprehensive counseling and guidance program; interviews with PPS professionals, readings, class discussions, and a final examination.

EDCG 532 *Systems Approaches in Schools*: In this course, candidates gain knowledge of the dynamic relation between the school, family, and community systems on the overall climate and safety of the school. Of particular focus are methods and skills for communicating with parents about their role in violence prevention, including exposure to community gang violence, and including them in school-wide efforts to support a safe school and home learning environment. Related activities include readings, class discussions, case analysis, analysis of a school system, development of a program to assist students using a systems approach, final examination.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
                            Course Syllabi  
                                  EDGN 504  
                                  EDCG 521  
                                  EDCG 523  
                                  EDCG524  
                                  EDCG 525  
                                  EDCG 526  
                                  EDCG 529  
                                  EDCG 532

### **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 teacher, 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.**

An important principle under girding the Cal Lutheran counseling program is that its candidates be well prepared to consult and collaborate with teachers, parents, and other professionals in order to solve student problems. For this reason, developing knowledge and skills that lead to effective consultation has a significant place in the program. Candidates study models of consultation, effective strategies for promoting change in organizations, and methods of student advocacy. Among the theorists included in their study are Sarason, Schmuck & Schmuck, Bennis, Pryzwansky, Dourehty and Kurpius.

The primary courses which address this Standard are EDGN 515 *Advanced Educational Psychology*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 528 *Practicum II*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 533 and 534 *Field Studies in School Counseling*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

#### **Coursework and Quality Factors Relating to Consultation Services**

EDGN 515 *Advanced Educational Psychology*. Candidates gain knowledge of principles and practices of effective classroom management and school discipline. This knowledge helps them more effectively consult with teachers and parents. Relevant learning activities include readings, a research paper, classroom discussions, and a final examination.

EDCG 524 *Consultation, Collaboration, and Supervision*: In this course candidates gain knowledge of individual and team consultation processes, including methods of initiating, developing, and concluding consultative relationships; pupil advocacy approaches; barriers and inhibitors to the development of effective interrelationships among teachers, staff, parents and others. Learning activities include case study analysis, role-playing, readings, classroom discussions, guest speakers, and a consultation plan project.

EDCG 528 *Practicum*: During supervised field training, candidates extend and reinforce their knowledge by carrying out, under supervision, consultation or advocacy roles with parents, school/agency staff and other professionals on behalf of students. Demonstration of knowledge is gained from in-class written reflections, in-class case study analysis and role playing, field

logs, the university supervisor's observation critiques, and the site supervisor's summative evaluations.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: Pupil advocacy and the effective interrelationships among professionals, parents and others are part of course content. Learning activities include readings, classroom discussions, interviews of Pupil Personnel Service professionals, a comprehensive guidance plan project, and a final examination.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: Candidates extend and reinforce their knowledge at a school site through supervised consultation and advocacy roles with parents, school staff and other professionals on behalf of students. Evidence of knowledge is demonstrated through in-class reflections, written assignments, field logs, the university supervisor's site observation critiques, and the site supervisor's summative evaluation of competence.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
                              Course Syllabi  
                                  EDGN 515  
                                  EDCG 524  
                                  EDCG 528  
                                  EDCG 529  
                                  EDCG 533  
                                  EDCG 534

## **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.**

The program addresses the fact that in order for counselors to assist students to achieve success in school, they must understand how students learn, how they become socialized, and the curriculum frameworks within which they are learning. Additionally, as part of a team that includes teachers and other Pupil Personnel Services specialists, they must learn how their role meshes with others in working together for student success. As part of their study about learning, motivation, interrelationships, and culturally sensitive environments, candidates study the works of theorists such as Bloom, Gagne, Glasser, Guilford, Gutherie, Luria, Slavin, Thorndike, Piaget, Erikson, Bandura, Sue & Sue, Lindsey, Chikering, Farer and Vigotsky.

The primary courses which address this Standard are: EDGN 512 *Life Span Human Development*, EDGN 515 *Advanced Educational Psychology*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 533 *Field Studies in School Counseling I*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Learning Theory and Psychological Education**

EDGN 512 *Life Span Human Development*: Candidates gain knowledge about cognitive and affective theories of development and learning, and the role of affective learning on pupil's self esteem. Learning activities include a research paper about development, an oral presentation, classroom discussions, videotapes, guest lecturers, and a final creative project.

EDGN 515 *Advanced Educational Psychology*: Important elements of this course address theories of learning, developing positive culturally-sensitive learning environments, curriculum and methods for conducting human relations training and affective education, principles of human relations and the effects of teacher-pupil pupil-pupil relationships on learning, and ways to help students accept responsibility for their own learning. Learning activities include readings, classroom discussion, analysis of a learning problem, research paper about application of learning theory, oral presentation, and a final examination.

EDCG 524 *Consultation, Collaboration, and Supervision*: In this course, candidates gain knowledge about positive, culturally sensitive learning environments; methods for conducting human relations training and affective education; relations between teachers and pupils and among pupils; and the relationship between self esteem and social skills curricula. Learning activities include classroom discussions, readings, case study analysis, role playing dyads, guest lecturers, and projects and oral presentations.

EDCG 533 *Field Studies in School Counseling I*: Candidates extend and reinforce their knowledge by having the opportunity to plan and implement under supervision an in-service training program in either human relations or affective education at the school site. Evidence of this demonstration of knowledge is gained through a written summary of the implementation and the participants' evaluations, field logs, and the site supervisors' summative evaluations.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
                          Course Syllabi  
                          EDGN 512  
                          EDGN 515  
                          EDCG 524  
                          EDCG 533

## 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.**

The mission of California Lutheran University is to *educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.*

The School of Education, of which the School Counseling Program is a part, is committed to training **reflective, principled educators** who strive to:

- Serve as mentors and models for moral and ethical leadership
- Think critically to connect theory and practice
- Respect all individuals
- Include and respond to the needs of all learners
- Value diversity
- Empower participation in educational growth and change

The Program trains candidates to become effective, collaborative leaders that promote student learning and academic achievement through their roles within their school, district, community, professional organizations, and government structures. Leadership in curriculum/comprehensive guidance program design, implementation and evaluation is fostered by presenting students with current standards and successful models in practice.

From the start of training, candidates are encouraged to participate, through student membership, in professional associations, research “best practices”, and familiarize themselves with legislation effecting education reform. Additionally, they receive training in grant writing to support school programs and services. Candidates are prepared to organize guidance programs and services, lead, train and supervise others who are a part of or affect the school guidance program, and broker services to students on site and in the community. Of particular program focus is the knowledge and skill required for accountability, and candidate ability to conduct outcome studies, through action research, to evaluate student learning and achievement. The American School Counsel Association (ASCA) national model serves as the framework for developing, implementing, and evaluating school guidance programs.

The primary courses that address this standard are EDCG 523 *Group Process and Leadership*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDGN 510A *Action Research for Practitioners*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 533 and 534 *Field Studies in School Counseling I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate

the successful acquisition of skill in the factors of leadership relevant to this standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Leadership**

*EDCG 523 Group Process and Leadership:* Candidates gain knowledge about the processes through which effective groups develop. They learn about the factors that impede group progress and practice those interventions that alleviate these factors. Through their own participation in a group lab, candidates practice their leadership skills and receive performance feedback from their peers and instructor. They additionally observe and evaluate the leadership of a professional group/department meeting. Candidates design a curriculum for a small group and would be able to transfer those skills when designing in-service training for school personnel. Other activities include readings, class discussion, case analyses, videotapes of effective leaders, oral presentation and final examination.

*EDCG 524 Consultation, Collaboration, and Supervision:* Candidates gain knowledge about theories and methods for consultation within the schools, collaboration for team building and service leadership and supervision of credentialed and non-credentialed personnel/volunteers. Learning activities include readings, class discussion, guest lecturers, a consultation plan project, case studies, role playing in dyads and small groups, oral report, leadership self-evaluation, and a final examination.

*EDGN 510A Action Research for Practitioners:* Candidates learn appropriate research methods for evaluation and action research in the schools. They apply this knowledge and skill by designing elements of a research project for a school setting. Outcome research about guidance services and programs is encouraged. Candidates acquire the skills necessary to research existing documentation that informs their decisions. Learning activities include readings, class discussions, design of action research project, and evaluation activities. The use of student outcome data in program evaluation is fostered.

*EDCG 529 Organization and Administration of Pupil Personnel Services:* Candidates gain knowledge of the multidisciplinary, collaborative, team approach to involve all school personnel in guidance services to pupils; factors that promote positive school climate and the processes that facilitate change in school climate to promote student success; methods, techniques and processes that develop and enhance staff morale; developing, coordinating and evaluating programs so that services to pupils and other school and community personnel are maximized. Candidates gain knowledge of the schools as an organizational system and ways in which to effect change within that system as well as about public and private agencies in the community that provide services to pupils and their families. Learning activities include reading, review of national and state standards for comprehensive school guidance programs, class discussion, case study analysis, role playing dyads, a program development project, self-evaluation of supervision skills, an oral presentation and final examination.

*EDCG 533 Field Studies in School Counseling I:* Candidates extend, reinforce and apply their leadership knowledge during their supervised field work by designing and conducting an in-service training and by developing a plan to include volunteers or others who provide programs

and services for students, evaluating an existing program at their school site, and by developing a program based on a school site needs assessment. Evidence of knowledge and leadership ability is demonstrated through classroom reflection, field logs, faculty critique during site observations, and the site supervisor's summative evaluation of competence in this area.

### Supporting Documents

Appendix GS.31.1    Field Handbook  
                            Course Syllabi  
                                  EDCG 523  
                                  EDCG 524  
                                  EDGN 510A  
                                  EDCG 529  
                                  EDCG 533  
                                  EDCG 534

### **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.**

The program provides candidates opportunities and experiences that enable them to effectively collaborate with teachers, parents, administrators and agency personnel to support pupil learning and achievement. Candidates gain knowledge and skill to help them coordinate counseling and guidance programs and services within the overall educational mission of the school. They understand that they must collaborate with others who have an impact on student learning both inside the school and at home and in the community.

In addition to providing candidates with skills to consult, collaborate with and supervise these individuals, they are also provided with a systems orientation to pupil personnel services. This systems approach enables candidates to maximize parental and community involvement to promote student learning and success. Their knowledge enables them to structure school-based programs using a team approach. Candidates are able to structure these relationships, including their ability to understand the necessity of memoranda of understanding with outside agencies to clarify roles and responsibilities in this comprehensive model of support.

The primary courses that address this Standard are EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 532 *Systems Approaches in Schools*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 528 *Practicum*, EDCG 533 and 534 *Field Studies in School Counseling I and II*. Assignments and learning opportunities required by each syllabus and handbook reflect the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

#### **Coursework and Quality Factors Relating to Collaborations and Coordination of Pupil Support Systems**

*EDCG 524 Consultation, Collaboration, and Supervision:* This course is specifically designed to provide the knowledge and skills that candidate's need to effectively coordinate, collaborate, and supervise persons, credentialed and non-credentialed, who work together to provide programs and services that support the counseling and guidance program in the service of student learning and achievement. Candidates gain knowledge about the institutional services, community agencies, and parent groups that can potentially become members of this collaboration. Further, they gain skill at identifying, referring to and coordinating community agency services and other staff members to develop and modify educational programs that meet the personal, social and institutional needs of students. Learning activities include readings, class discussion and demonstrations, guest speakers, case study analysis, role-playing in dyads and small teams, design a collaborative project, and final exam.

EDCG 532 *Systems Approaches in Schools*: Candidates gain knowledge of systems theory and its application to the schools. Methods for collaborating and coordinating the various systems available to support the educational success of school children are provided. Knowledge is gained about the dynamic interaction between individual / groups of students and the family, community, judicial, and school systems that both enhance and inhibit their academic achievement and success in learning. Particular attention is given to strategies to enhance parental involvement. Learning activities include readings, classroom discussions, guest speakers, and application plan of a systems approach to address a school problem.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: In this course candidates gain knowledge and competence in designing and coordinating comprehensive guidance services and programs. This coordination of services uses a multidisciplinary team approach and includes strategies for working with and supervising non-school personnel whose participation must be congruent with the school guidance plan and monitored for its impact. Effective team building skills are seen as essential to this effort. Candidates learn skills and methods of design that include mechanisms that support accountability and outcomes related to student achievement based on state and national school counseling standards. Learning activities include readings, class discussions, guest speakers, case analyses, role-playing, a team program development project and oral presentation, and final examination.

EDCG 528 *Practicum*: Candidates extend their knowledge through supervised fieldwork where they observe and participate in consultations and collaborations with teachers, parents, and other professionals to support student achievement. Evidence of this knowledge is demonstrated in class discussions and presentations, written assignments, case study analysis, field logs, university supervisor's site observation critiques, and site supervisor's summative evaluation of competence.

EDCG 533 *Field Studies in School Counseling I*: Candidates extend and reinforce their knowledge during supervised field work by developing and implementing a staff in-service program based on staff input and needs, meeting with parents about an issue of importance to them and writing a summary report, developing a plan to utilize volunteer counselors or peer counselors that includes training and supervision procedures, evaluate an ongoing counseling program on-site, and develop and implement a counseling and guidance program that will address the needs of students, including a budget and evaluation plan. Evidence of knowledge is demonstrated through classroom reflection, writing assignments, field logs, university supervisor's site observation critiques, and site supervisor's summative evaluation.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
                            Course Syllabi  
                            EDCG 524  
                            EDCG 532  
                            EDCG 529  
                            EDCG 528  
                            EDCG 533  
                            EDCG 534

### **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 ability to facilitate group process and mediate conflict.**

The program provides candidates with opportunities for self-reflection, self-assessment, and interpersonal skill development. Further they gain knowledge and awareness of their multicultural sensitivity as they work with individuals and groups. Candidates gain understanding of group dynamics and acquire skills in both group leadership and conflict mediation. In preparing *reflective, principled educators*, we train PPS candidates who *serve as models and mentors for moral and ethical leadership, respect all individuals, value diversity, and empower participation in educational growth and change.*

Our candidates are prepared to serve as model effective communicators who can assist pupils in developing and maintaining supportive relationships with peers, teachers and others who affect their learning. Throughout coursework, candidates assess their personal growth and development and are given ample opportunities to receive feedback about their interpersonal skills both in class and in the field.

The primary courses which address this Standard are EDCG 521 *Counseling Theory and Practice*, EDCG 523 *Group Process and Leadership*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, EDCG 526 *Microskills in Counseling*, EDCG 528 *Practicum II*, EDCG 533 and 534 *Field Studies in School Counseling*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

#### **Coursework and Quality Factors Relating to Human Relations**

*EDCG 521 Counseling Theory and Practice:* Candidates learn theories of counseling that include personal characteristics required for effective communication. They also gain knowledge of how culture and diversity interact with such communication. Learning activities include review of multicultural studies in journals, role-playing in dyads, an oral presentation that includes class participation, reflective writing about their own counseling theory and final examination.

*EDCG 523 Group Process and Leadership:* Candidates gain knowledge of group dynamics and methods and skills for facilitating groups and resolving conflicts that might occur when working with diverse groups. Related activities include participation in an experiential group with opportunities for leading the group, designing a 7-10 session group for students at-risk, videotapes of effective facilitation, class discussion and final examination.

EDCG 524 *Consultation, Collaboration, and Supervision*: Candidates learn effective methods for consulting and interacting with school, parents and community persons who they need to collaborate with to support student learning. Supervision methods for credentialed, non-credentialed personnel, interns, student peer mediators, and other volunteers are learned. Approaches for reaching consensus among diverse groups are covered in this course. Assignments and learning activities include readings, case study analysis, working in small mock consulting teams, role-playing dyads, designing a collaborative project and final examination.

EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*: Candidates gain knowledge about successful interventions to resolve conflicts and to enhance communication/social skills of diverse students. They additionally gain skills in identifying those students at risk for communication “breakdowns” and intercultural conflict and in providing diversity tolerance activities and programs to address these issues. Learning activities include readings, class discussion, review of “best practices”, development of a school intervention program, review and administration of a resiliency scale, team presentation, and final examination.

EDCG 526 *Microskills in Counseling*: Candidates practice effective communication through simulated and peer counseling sessions. They have opportunities to assess their interpersonal skills and to be evaluated by peer classmates and instructor. Learning activities include readings, reflective journaling, practice counseling dyads that may be videotaped, and final practice evaluation.

EDCG 528 *Practicum*, EDCG 533 and 534 *Field Studies in School Counseling I and II*: Candidates extend and strengthen their skills in supervised practice in school settings. Related activities include individual and group counseling, conflict resolution, consultation with parents, school staff and community professionals, and design, implementation, and evaluation of programs that serve to create and maintain positive interpersonal experiences for all pupils. Additional evidence of candidate competence is gathered through written assignments, field logs, university supervisor’s critiques, and site supervisor’s summative evaluation.

### **Supporting Documents**

Appendix GS.31.1	Field Handbook
	Course Syllabi
	EDCG 521
	EDCG 523
	EDCG 524
	EDCG 525
	EDCG 526
	EDCG 528
	EDCG 533
	EDCG 534

## 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.**

The School of Education at CLU is committed to providing state-of-the-art technology for classroom instruction and student research and practice. The School Counseling and Child Welfare and Attendance programs recognize that schools and communities are becoming increasingly reliant on technology as they serve their students and other constituencies. The program provides candidates with a variety of opportunities and experiences to gain knowledge and skill in word processing, computer software and hardware designed to access data and analyze it, use of Excel, computer presentation applications (i.e. PowerPoint), and e-mail for communication.

The use of technology is infused throughout our credential programs and students are expected to minimally; communicate by e-mail, download syllabi off the internet, use PowerPoint to enhance in-class oral presentations, use various internet search engines for research, conduct basic statistical analysis using computer software, develop spread sheets for program design and evaluation, use software to access student records and other data for assessment, advisement, and program planning. In fall 2002 all new students will be required to create an electronic portfolio that will be used to partially assess their competency in program goals upon completion.

The primary courses, which address this Standard, are: EDGN 510 *Action Research For Practitioners*, EDCG 522 *Tools for Research, Practice and Professional Development*. Assignments and learning activities required by each syllabus indicate the way in which candidates are to demonstrate the successful acquisition of knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

### Coursework and Quality Factors Relating to Technological Literacy

EDGN 510A *Action Research for Practitioners*: Candidates gain knowledge of technology-based applications for conducting action research and program evaluations. Learning activities include e-mail assignments, conducting on-line research, word process a research proposal, describe and critique a web page related to a research topic, conduct basic statistical analysis (SPSS, SAS, etc.).

EDCG 522 *Tools for Research, Practice and Professional Development*: This course is designed to provide candidates with the knowledge and skills to use technology and other applications to enhance their ability to conduct research, design and evaluate counseling and guidance programs, provide educational counseling and academic planning to students, and to make oral and written presentations to pupils, teachers, parents, and others about educational intervention programs and their outcomes as well as the presentation of research and aggregate student/school data. Topics covered include on-line research techniques and sources, designing and using PowerPoint

presentation software, using software to produce flow charts, budgets, etc., using computer systems to access, monitor and evaluate student progress and attendance (i.e. SASSI). Learning activities include developing a website of resources for PPS professionals, conduct a brief PowerPoint presentation on a PPS topic of interest to parents and/or teachers, develop a flow chart for a program evaluation, case study analysis using a student data retrieval system, and summary of existing technology available at a school site including adaptive technology for students with disabilities.

### **Supporting Documents**

Course Syllabi

EDGN 510

EDCG 522

## **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 practice and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.**

All of the credential programs within the CLU School of Education are committed to preparing practitioners who serve as models and mentors within the educational setting. Our PPS program enjoys a solid reputation in our region and as such most of the local school districts are eager to hire our graduates. The placement of our graduates in local districts enables the program to maintain a mutually beneficial relationship between the university training program and practitioners in the field. The availability of PPS holders who are familiar with the training goals and standards of our program allow our candidates to gain quality supervision and guidance for their skill development.

The program provides coursework and learning opportunities for candidates to gain knowledge about effective models and methods of supervision and mentoring. Our faculty has been particularly trained and have an interest in cross-cultural mentoring. Best practices and current standards for supervision are provided and students are prepared developmentally to assume this role with school personnel, volunteers, PPS interns, and newly credentialed PPS holders. This training process is conducted initially through coursework, then simulated practice in the classroom, and eventually under supervision during field experiences. Supervision standards set forth by the American Counseling Association and CACREP are learned and followed.

The primary courses that address this Standard are EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 526 *Microskills in Counseling*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 533 and 534 *Field Studies in School Counseling*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of knowledge and skill in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factor Relating To Supervision and Mentoring**

*EDCG 524 Consultation, Collaboration, and Supervision:* This course provides a foundation for the practice of supervision and mentoring. Candidates gain knowledge about the models and methods of supervision and acquire skill in applying these to practice. Such models include administrative, behavioral, clinical, and professional development. Skill in assessing which model is appropriate for specific practices is learned. Mentoring new professionals into the field is modeled by instructors who encourage students to participate in professional associations, attend conferences, and make joint professional presentations. Other learning activities include reading, review of best practices, guest presenters, role-playing dyads, reflective writing and final examination.

EDCG 526 *Microskills in Counseling*: Candidates gain skill in providing constructive feedback to their peers following simulated and actual peer counseling sessions. They gain understanding that these skills are required for effective supervision of interns and newly credentialed practitioners once they themselves are fully credentialed and in practice. Membership in professional associations is strongly encouraged. Other learning activities include readings, reflective journaling, self-assessment and peer and instructor evaluation of candidate feedback and communication skills.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: Related areas of this course include knowledge and competence in designing and coordinating comprehensive guidance programs and the supervision and mentoring of those professionals that provide its services. This coordination of services uses a multidisciplinary team approach and includes strategies for working with and supervising interns and non-school personnel whose participation must be congruent with the school guidance plan. Learning activities include readings, class discussions, speakers, case analyses, role-playing, a team program development project and oral presentation.

EDCG 533/ 534 *Field Studies in School Counseling I/II*: Candidates extend and reinforce their knowledge during supervised fieldwork in school settings. Related learning activities include the development and implementation of a staff in-service training, and a plan for utilizing and supervising peer counselors or volunteers to deliver a counseling and guidance service or program. Competence is demonstrated through class reflections, written assignments, field logs, university supervisor's site observation critiques, and site supervisor's summative evaluation of competence.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
                            Course Syllabi  
                                  EDCG 524  
                                  EDCG 526  
                                  EDCG 529  
                                  EDCG 533  
                                  EDCG 534

# **School Counseling Specialization Standards**

**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.**

The program, which is based on a scientist-practitioner model, is committed to providing candidates with a firm theoretical base from which they are able to understand and apply effective comprehensive and developmental school counseling and guidance programs. Included in this theoretical base are child and adolescent cognitive, personal/social and vocational development, theories of counseling (individual and group), theories of consultation, collaboration, and change. Candidate knowledge is gained through an understanding of the political, historical, and sociocultural contexts that have informed current school counseling practice.

Candidates are further prepared as they gain knowledge of legal and ethical mandates that pertain to students, and programs that serve those students, in the California schools. They learn about the National and California Standards for school counseling practice and understand how standards and models provide a framework for establishing school counseling and guidance as an integral component of the educational system. Knowledge about current trends in school guidance, and candidates' ability to understand the essential elements of comprehensive guidance programs, enables them to prepare for their role as school counselor.

The primary courses that address this Standard are EDGN 504 *School Law*, EDGN 512 *Lifespan Human Development*, EDGN 515 *Advanced Educational Psychology*, EDCG 521 *Counseling Theory and Practice*, EDCG 527 *Educational and Career Planning*, EDCG 529 *Organization and Administration of Pupil Personnel Services*. Assignments and learning activities required by each syllabus indicate the way in which candidates are to demonstrate the successful acquisition of knowledge and skill in the factors relevant to this Standard. Specific courses and quality factors are described below.

**Coursework and Quality Factors Relating to Foundations of the School Counseling Profession**

*EDCG 504 School Law:* Candidates gain knowledge of relevant laws and regulations and their history, pertaining to children and their families; appropriate compliance procedures relating to pupil personnel services; and methods for keeping informed of changes in laws and regulations related to California public education. Topics of classroom discussion include legal issues such as civil rights; confidentiality, attendance, school safety, roles and responsibilities of counselors, teachers, administrators and parents, and the important case law centered around these issues. Learning activities include readings, developing case briefs, quizzes and a final examination.

*EDCG 512 Lifespan Human Development:* Candidates learn about normal and abnormal development as it relates to student progress in the school setting. This foundation prepares

candidates as they address the personal and social development of their students. Multiple frameworks are introduced to further understand identity development with regard to race, ethnicity, gender and sexual orientation. Learning assignments include application of theoretical foundations to individual observations across the lifespan; writing a research paper about an issue involving human development; an oral presentation; and completion of a relevant final project about their own development.

*EDCG 515 Advanced Educational Psychology:* Relevant components of this course include gaining knowledge about the wide variety of social and cultural influences that affect pupils in a school setting; applying theoretical foundations underlying human learning and applying theoretical approaches that encourage optimal academic and social learning; identifying instructional strategies designed to meet diverse student needs; interpreting gender, linguistic, cultural, ethnic and racial issues related to learning. Assignments include readings, writing a research paper addressing a theory or theories, and a final examination.

*EDCG 521 Counseling Theory and Practice:* Candidates gain knowledge about the major counseling theories and techniques appropriate for application in the schools; crisis intervention; and skill in developing and applying a personal counseling philosophy. Learning activities include text and journal readings, reflective writing, class discussions and demonstrations, role playing dyads, writing a report about a specific theory, oral presentation of a theory, case study analysis, completion of exercises in a student study guide, and a final examination.

*EDCG 527 Education and Career Planning:* Relevant components of this course include theories of vocational development that candidates learn so that they might understand the domain of career counseling in the schools. In addition to this theoretical foundation, candidates are skilled at selecting and applying vocational applications to support the career development of students. Learning activities include readings, class demonstrations, videotapes, guest speakers, observations, case study analysis, career center research report supported by theory, oral presentation and final examination.

*EDCG 529 Organization and Administration of Pupil Personnel Services:* In this course, candidates are prepared to develop, implement, and evaluate results-based, comprehensive and developmental school guidance programs that are driven by national and local standards and student needs. They gain a historical perspective of the changing school counselor paradigm from the 21<sup>st</sup> century transformational initiatives. They gain knowledge of a variety of program models as well as the process of developing program budgets, sources of funding and appropriate expenditures; and methods of organizing and staffing such programs. Additionally, candidates gain knowledge and skill in conducting needs assessments and planning and using data to inform design. Learning activities include classroom discussions, readings, site observations, case study analysis, small group work, development of a comprehensive counseling and guidance program, and a final examination.

### **Supporting Documents**

Course Syllabi  
EDGN 512  
EDGN 515  
EDCG 521  
EDCG 527  
EDCG 529

**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.**

The program is committed to preparing ethical, principled school counselors who fully understand their role and functions in school settings. This professional identity is considered to be essential and as such is incorporated into coursework and activities throughout the program. Professional development activities are provided for candidates from graduate orientation through their final exit interviews. Candidates understand the importance of professional association memberships in shaping their own professional development and contributing to the field of school counseling. Students are often referred to professional association website (i.e. CASC) for up-to-date legal mandates (i.e. AB1802). We invite candidates to attend professional meetings and conferences of local and state associations for counselors. The program collaborates on meetings with county school counselor associations where many of our students do their field work and ultimately find employment.

The program includes a tools for professional development course to offer students an introduction to APA professional writing style, library and internet resources for professional school counselors, websites that support the development of school counseling, and software for data collection and introduction to the social networking sites used by their students. These tools will prepare candidates with the knowledge, skills, and disposition to be lifelong learners who continually develop as school counseling professionals.

Throughout the CLU program, candidates engage in study and learning activities that enable them to gain understanding of the way in which the laws of public education address the rights and responsibilities of all children in the schools and of those who are involved in their learning. Additionally, they become knowledgeable about the historical antecedents of educational law that have been shaped by philosophical, political, and social traditions of the United States. The program prepares counselors who respect the rights of all students by removing or reducing barriers that may stand in their way of achieving academic and future career success. Being knowledgeable about legal and ethical issues is essential, as is the ability to apply these ethical standards to school counseling practice. The program provides developmentally appropriate opportunities for candidates to first, gain knowledge about laws and ethics, and second, to practice these standards initially through case studies and eventually in their field placements.

The primary courses which address this Standard are EDCG 504 *School Law*, EDCG 554 *Educational Measurement*, EDCG 521 *Counseling Theory and Practice*, EDCG 522 *Tools for Research, Practice, and Professional Development*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 528 *Practicum*, EDCG 533 and 534 *Field Studies in School*

*Counseling I and II.* Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Professionalism, Ethics and Legal Mandates**

EDCG 504 *School Law*: Candidates gain knowledge of relevant laws and regulations pertaining to children and their families; appropriate compliance procedures relating to pupil personnel services; and methods for keeping informed of changes in laws and regulations related to California public education. Topics of classroom discussion include legal issues such as civil rights; confidentiality; laws about achievement, retention and graduation; attendance; school safety; roles and responsibilities of counselors, teachers, administrators and parents, and important case law centered around these issues. Learning activities include readings, developing case briefs, quizzes, and a final examination.

EDCG 521 *Counseling Theory and Practice*: An important segment of this course is that of the laws governing confidentiality and those situations calling for duty to warn and protect that may require a breach in confidentiality. Candidates learn characteristics of effective counselors and laws and ethics governing their responsibilities to children and their families in their role as school counselor. Learning activities include classroom discussion, readings, case study analysis, and role- playing dyads. Ethical dilemmas are included in class discussions.

EDCG 522 *Tools for Research, Practice, and Professional Development*: Candidates gain knowledge and skill in using APA style for professional scholarship, accessing the internet to conduct research and identify model programs, locate websites that provide professional development and support to school counselors, and use of software and other technology for accessing and evaluating student data. Learning activities include readings, writing a paper using APA style, compile a list of websites, locate a model program and do a PowerPoint presentation about it in class, student case analysis using a student data system (i.e. SASSI).

EDCG 528 *Practicum*, EDCG 533 and 534 *Field Studies in School Counseling*: In these courses, candidates carry out supervised fieldwork in order to reinforce and extend their knowledge. In fulfilling their roles as counselors-in-training they are required to adhere to all ethical and legal mandates that affect the students whom they are assisting in their efforts to achieve academic success. Evidence of the demonstration of their knowledge in this area is provided during reflections in class, field logs, written assignments, the university supervisor's site observation critiques (5), and the site supervisor's summative evaluation of competence.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: Candidates obtain knowledge about current legal mandates affecting comprehensive counseling and guidance programs and about the roles and functions of school counselors. Assignments include readings, the development of a comprehensive counseling and guidance program, interviews of PPS professionals, class discussion, and final examination.

EDCG 554 *Educational Measurement*: Candidates gain knowledge about laws governing the use of tests in the schools. Assignments and learning activities include readings, class discussion, analysis of specific tests, and role-playing in small groups.

**Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDGN 504  
EDGN 554  
EDCG 521  
EDCG 522  
EDCG 529  
EDCG 528  
EDCG 533  
EDCG 534

### **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 prepared pupils for a full range of options and opportunities after high school, including the completion of a college and university education.**

The Program trains candidates to become effective school counselors in educational settings where one of their primary roles is to promote and support the academic development and success of students. This is accomplished by providing knowledge and skills in 1) academic advising 2) consulting on behalf of students with those involved in student learning 3) designing, enhancing and implementing academic intervention and support programs for this purpose.

To accomplish this training goal, the program provides learning experiences in the areas of individual and group counseling, learning theories and effective learning models and strategies, curriculum standards and frameworks for academic development, comprehensive guidance curriculum and program development, and academic planning including graduation requirements and post-secondary opportunities. Additionally candidates are able to enlist knowledge of social, economic and cultural influences that may serve as a barrier to student academic success.

As part of their learning, candidates study the theories and works of Bloom, Gagne, Glasser, Guilford, Guthrie, Luria, Slavin, Thorndike, Piaget, Erikson, Egan, Rogers, Chickering, Bankura, Gilligan, Sue & Sue, Super, Holland, Ginsberg and others, and engage in activities designed to increase their knowledge of student learning, academic planning, consultation with others who impact student achievement, academic intervention strategies and programs, and of themselves as the instruments of educational counseling through self awareness and insight. Candidates are also trained to connect academic development with career development and success in higher education and the world of work. Candidates are given the knowledge and skill to conduct individual and group academic needs assessment and to design implement and evaluate academic support programs.

The primary courses which address this standard are EDCG 512 *Lifespan Human Development*, EDGN 515 *Advanced Educational Psychology*, EDCG 526 *Practicum in Microskills of Counseling*, EDCG 523 *Group Process and Leadership*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, EDCG 527 *Educational and Career Planning*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 528 *Practicum*, EDCG 533 and EDCG 534 *Field Studies in School Counseling I and II*. Assignments and activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of knowledge and skill in the factors relevant to this standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Academic Development**

EDGN 512 *Life Span Human Development*: Candidates gain knowledge about cognitive and affective theories of development and learning, and the role of affective learning on pupil's self-esteem. Learning activities include a research paper about development, an oral presentation, classroom discussions, videotapes, and final project.

EDCG 515 *Advanced Educational Psychology*: Important elements of this course address theories of learning, developing positive culturally sensitive learning environments, curriculum and methods for conducting social skills training and affective education designed to motivate learning, increase confidence, and development of attitudes and behaviors that lead to successful learning, principles of human relations, and the effects of teacher-pupil, pupil-pupil relationships on academic achievement, and ways to help students accept responsibility for their own learning. Learning activities include readings, classroom discussion, analysis of a learning problem, research paper applying a learning theory, oral presentation and final examination.

EDCG 523 *Group Process and Leadership*: Candidates learn how to conduct educational groups to support student success. Strategies for developing problem solving, decision making and communication skills are addressed. Group guidance curriculum development is demonstrated through an assignment where candidates design a group/class curriculum with specific lesson plans. Other activities include readings, class discussion, videotapes, journal, and final examination.

EDCG 524 *Consultation, Collaboration, and Supervision*: Candidates gain knowledge about the methods of collaboration, consultation, advocacy, and parent education in working with school staff and other persons who influence student learning. Learning activities include readings, class discussions, guest lecturers involved in critical areas, writing assignments wherein candidates develop a consultative plan needed at a school, and a final examination.

EDCG 525 *Interventions for Safe Schools and Student Resiliency*: Candidates gain knowledge of the characteristics of pupils at risk for academic failure; the conditions that place pupils at risk; assessment procedures for evaluating academic risk; and interventions for preventing further problem development. Additionally, candidates learn about effective programs, methods and techniques for preventing academic failure and promoting the success of all pupils. Learning activities include readings, analysis of best practices, administration of a resiliency scale, role-playing, development of an intervention plan and final examination.

EDCG 526 *Microskills in Counseling*: Candidates learn the specific skills and techniques for educational counseling. Candidates practice, in class, methods for identifying student academic needs, student concerns encouraging student self-assessment strategies for problem solving, assessing interest, motivation and confidence, decision making, and academic planning. Other measures of candidate competence include, journal paper, final practice presentation and performance in a student workbook that applies knowledge gained from the text.

EDCG 527 *Education and Career Planning*: Candidates gain knowledge of a wide range of assessment procedures that aid in both academic and career development. These include ability

tests, standards for using tests with various groups including those with disabilities; the selection, administration of achievement, interest and ability tests and the effect of assessment results upon decision making in regard to academic placement and future educational plans. They additionally learn the admission requirements for postsecondary institutions and the relation of academics to the world of work. Learning activities include the career assessment battery to candidates and their subsequent self assessment reports; class discussions, readings, demonstrations, **add A-G assignment** case study analysis, role playing in dyads or small groups and a final examination.

*EDCG 528 Practicum:* In this course, candidates extend and deepen their counseling skills through demonstrations and role playing and by engaging in supervised field experiences at a school site. At the school site, candidates must provide counseling/advisement on academic issues. Evidence of competence is demonstrated through classroom observations during role-playing, university supervisor's site, observation critiques, reflective writing, and school site supervisor's summative evaluation of competence in this domain.

*EDCG 529: Organization and Administration of Pupil Personnel Services:* Candidates learn about the National Standards for developing comprehensive guidance programs and are able to apply those standards to the development of guidance programs, including classroom guidance curriculum that meet the standards in the academic domain. Learning activities include readings, class discussion, case study analysis, role-playing, oral presentation, a comprehensive guidance program development project, and final examination. Candidates must display knowledge of state and federal academic assessment criteria (A.Y.P./A.P.I). The combination of this knowledge and their ability to assess student academic development will be displayed in appropriate academic planning ability and its connection to the world of work.

*EDCG 533 and 534 Field Studies in School Counseling I and II:* Candidates extend and strengthen their skills in providing academic advising and developing groups and programs to support the academic success of all pupils. Competency is assessed through class reflections, field logs, written assignments, university supervisor's site observation critiques, and formative and summative evaluations by site supervisors.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDGN 512  
EDGN 515  
EDCG 523  
EDCG 524  
EDCG 525  
EDCG 526  
EDCG 527  
EDCG 529  
EDCG533  
EDCG534

## 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, implement and evaluate such programs in schools.**

The Program supports and outlines the direct reciprocal relation between academic and career development. Candidates understand that their primary role as school counselors is to promote academic and career success. Pupils career development, specifically, is supported through candidates knowledge and skills in: 1) understanding the developmental process of career development, conducting vocational assessments that include interests and abilities 2) interpreting results to students, parents and others involved in pupil career development 3) individual and group career counseling 4) student educational and career planning, and 5) designing, implementing and evaluating school based guidance curriculum and programs that support the career development of students and ensure their successful transition to the variety of post-secondary options and the world of work beyond. To accomplish this training goal, the Program provides learning experiences in the areas of career choice theories and planning, vocational assessment tools/technology and their implementation, career guidance curriculum development, employment trends and career clusters, post-secondary opportunities and their entry requirements and financial aid programs.

As part of their learning, candidates study the theories and approaches of Super, Roe, Holland, Gottfredson, Krumholtz, Gelatt, Brown, Bandura, Fouad, Ginsberg and others; and engage in activities designed to increase their knowledge about career development, their skills in assisting students with academic and career planning, and develop themselves as counseling professionals through self-knowledge and insight. They additionally learn to use technology based models and programs and strategies to conduct vocational assessments.

The primary courses that address this Standard are EDCG 527 *Educational and Career Planning*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 528 *Practicum*, EDCG 533 and 534 *Field Studies in School Counseling I and II*. Assignments and activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of knowledge and skills in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Career Development**

*EDCG 527 Educational and Career Planning:* Candidates gain knowledge of the application of curriculum standards and frameworks to academic and career development; career choice theories and techniques, career clusters, and the potential influences and conflicts of differing cultural value systems; California model high school graduation requirements; and various programs of financial assistance available to students. Additionally, candidates gain both knowledge about and skill in assessing post-secondary opportunities, including both public and private independent two and four year colleges and universities and vocational trade schools. They further gain skill in assisting pupils to develop appropriate academic and career plans using technology based programs and strategies. Candidates gain knowledge and skill in designing

school-based career development programs to allow equal access to the world of work for all pupils. Learning activities include classroom discussion, videotapes, guest speakers, readings, site observations, case study analysis, career center research report, oral presentation, and a final examination.

EDCG 528 *Practicum*: Candidates extend and deepen their individual counseling skills in class through demonstrations and role-playing and by engaging in supervised field experiences at a school site. At the school site, college or agency, they provide individual counseling about academic and career issues. Evidence of competence is demonstrated through classroom observations during role-playing, the university supervisor's site observation critiques, reflective writing, and the site supervisor's summative evaluation of competence in this area.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: Relevant components of this course include those in which candidates gain knowledge of guidance curricula and skills in using guidance techniques; knowledge and skill in practices that ensure that all students receive equitable treatment as related to appropriate course selection for post-secondary education training opportunities. Learning activities include classroom discussions, readings, case study analysis, development of a comprehensive guidance program, and final examination.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: During supervised field training at a school site, candidates assist students to develop appropriate academic and career plans through individual counseling, small groups, workshops and classroom presentations. Evidence of skills is demonstrated through reflective writing, site observation critiques by the university professor, field logs, and summative evaluation of competence by the site supervisor.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi        EDCG 527  
                              EDCG 528  
                              EDCG 529  
                              EDCG 533  
                              EDCG 534

## **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.**

The challenge for school counselors is to promote academic, career, and personal/social development within the context of schools that are currently attended by students from increasingly diverse backgrounds who, with their families, face a myriad of social and economic challenges. In order to assist these students toward academic success, school counselors frequently counsel them individually or in groups aimed at enhancing their personal and/or social development. Programs and interventions that enhance pupils' communication skills and conflict resolution techniques as well as tolerance and respect of others are among the primary areas addressed by counselors in this domain.

The California Lutheran University program is strongly committed to training prospective school counselors who are self reflective and who will evidence a basic philosophy of counseling that is humanistic in that it values: 1) a belief in respect for the individual; 2) an attitude of caring, genuineness and sensitivity toward others; 3) an understanding that the relationship between counselor and student is a key ingredient in effecting change, and 4) a commitment to the belief that individuals must accept personal responsibility for the choices they make in determining their lives. Further, within the context of this philosophy, the program trains candidates in the use of a wide variety of counseling approaches and problem solving models, ensures that candidates reflect upon these approaches and then integrate them into a personal counseling style that is suitable to their own personality and the school settings in which they work.

This preparation is accomplished through a candidate assessment of their strengths, values, beliefs and attitudes and the impact of these factors on their ability to provide services and programs that promote the healthy personal and social development of their students. Candidates must demonstrate skills, during coursework and supervised practice, in helping pupils make positive self-esteem supporting behaviors and decisions, both as individuals and as group/community members. They are further trained in strategies and programs for conflict resolution, appreciation of diverse perspectives, stress management, students' rights and responsibility and the impact of negative behavioral choices (i.e. drug/alcohol use) on personal, social and academic functioning.

During their training candidates study the theories and works of Freud, Adler, Rogers, Yalom, Frankel, May, Perls, Glasser, Ellis, Meichenbaum, Beck, Bowen, Sativ, Minuchin, Madanes, Chickering, Phinney, Sue, Ivey, Erikson, Kohlberg, Giligan, Eagen, Corey, among others, in order to gain a strong grounding in the many counseling approaches that support/explain personal and social development.

The primary courses which address this standard are EDGN 512 *Lifespan Human Development*, EDCG 521 *Counseling Theory and Practice*, EDCG 523 *Group Process and Leadership*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 525 *Interventions For Safe Schools and the Promotion of Student Resiliency*, EDCG 526 *Microskills in Counseling*, EDCG 528 *Practicum*, EDCG 533 and 534 *Field Studies in School Counseling I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of knowledge and skill in factors relevant to this standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Personal and Social Development**

#### **EDGN 512 *Lifespan Human Development***

EDCG 521 – *Counseling Theory and Practice*: In this course candidates gain knowledge of the major counseling theories and techniques appropriate for application in the schools; and skill in applying a personal counseling philosophy. Learning activities include text and journal readings, reflective writing, class discussions and demonstrations, videotapes, role playing dyads, writing a paper about a specific theory and its application in school setting, completion of exercises in a student study guide, and a final examination.

EDCG 523 – *Group Process and Leadership*: This course includes candidate's participation in a personal experiential group to gain knowledge about group counseling theories and techniques. Candidates experience, first hand, processes and methods for group development, resolving group conflicts, effective communication skills, and the inclusion/appreciation of diverse experiences and perspectives. Candidates keep a journal reflecting their own growth and experiences and develop a guidance lesson plan for a seven-to-ten session small student group addressing an issue/problem at a school site. Other activities include readings, class discussion, case study analysis, videotape, and a final exam.

EDCG 525 – *Interventions for Safe Schools and the Promotion of Student Resiliency*: A portion of this course prepares candidates to identify students at-risk for failure, including those with personal and social problems that serve as a barrier to learning and success with others. Candidates gain knowledge about programs and procedures designed to support this area of student development Guidance programs that address such social issues as suicide prevention, conflict resolution, school violence (bullying) substance abuse, parenting and family difficulties, gangs and community problems are identified. Candidates gain knowledge about factors related to student resiliency and are able to design and provide services to develop and support resiliency and effective coping in children and families. Learning activities include classroom discussion, readings, guest lecturers from areas indicated above, project in intervention, prevention program development, case analysis, small group work, and a final examination.

EDCG 526 – *Microskills in Counseling*: In this course, candidates extend their counseling knowledge and skills through practicing counseling techniques with peer clients and client simulations. They are trained to use a problem solving, cognitive-behavioral approach that includes goal setting, action planning, and crisis intervention. They are observed and given feedback about their strengths and areas for improvement by their instructor and classmates, are videotaped for in depth analysis of skills, analyze case studies, complete exercises in a student study guide, and write reflective papers.

EDCG 528 – *Practicum*: Candidates extend and deepen their individual counseling skills in class through demonstrations and role playing and by engaging in supervised field experiences at a school site, college, or community agency. On site, they must provide individual counseling that includes social or personal issues. Evidence of competence is demonstrated through classroom observations; peer and instructor feedback; the University supervisor’s site observation critiques; reflective writing; and the site supervisor’s summative evaluation of competence in this domain.

EDCG 533 and 534 – *Field Studies in School Counseling I and II*: Candidates extend and deepen their counseling skills while carrying out supervised field work at school sites where they provide both individual and group counseling about personal and social issues. In addition, they are required to develop and implement a training program for students in a personal or social growth and development issue such as self-esteem, peer mediation, social skills, bullying, or cross-cultural communication. Evidence of competence is demonstrated through in-class reflection written assignments, field logs, the university supervisor’s site observation critiques, and the site supervisor’s summative evaluation of competence in this domain.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDGN 512  
EDCG 521  
EDCG 523  
EDCG 525  
EDCG 526  
EDCG 528  
EDCG 533  
EDCG 534

## 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.**

The mission of California Lutheran University is **to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.**

The School of Education, of which the School Counseling Program is a part, is committed to training **reflective, principled educators** who strive to:

- Serve as mentors and models for moral and ethical leadership
- Think critically to connect theory and practice
- Respect all individuals
- Include and respond to the needs of all learners
- Value diversity
- Empower participation in educational growth and change

The Program trains candidates to become effective, collaborative leaders that promote student learning and academic achievement through their roles within their school, district, community, professional organizations, and government structures. Leadership in curriculum/comprehensive guidance program design, implementation and evaluation is fostered by presenting students with current standards and successful models of practice.

From the start of training, candidates are encouraged to participate, through student membership, in professional associations, research “best practices”, and familiarize themselves with legislation effecting education reform. Additionally, they receive training in grant writing to support school programs and services. Candidates are prepared to organize guidance programs and services, lead, train and supervise others who are a part of or affect the school guidance program, and broker services to students on site and in the community. Of particular program focus is the knowledge and skill required for accountability, and candidate ability to conduct outcome studies, through action research, to evaluate student learning and achievement.

The primary courses that address this standard are EDCG 523 *Group Process and Leadership*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDGN 510A *Action Research for Practitioners*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 533 and 534 *Field Studies in School Counseling I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of skill in the factors of leadership relevant to this standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Leadership**

EDGN 510A *Action Research for Practitioners*: Candidates learn appropriate research methods for evaluation and action research in the schools. They apply this knowledge and skill by designing a research project for a school setting. Outcome research about guidance services and programs is encouraged. Candidates acquire the skills necessary to research existing documentation that informs their decisions. Learning activities include readings, class discussions, design of action research project, evaluation activities.

EDCG 523 *Group Process and Leadership*: Candidates gain knowledge about the processes through which effective groups develop. They learn about the factors that impede group progress and practice those interventions that alleviate these factors. Through their own participation in a group lab, candidates practice their leadership skills and receive performance feedback from their peers and instructor. Candidates design a curriculum for a small group and would be able to transfer those skills when designing in-service training for school personnel. Other activities include readings, class discussion, case analyses, videotapes of effective leaders, oral presentation and final examination.

EDCG 524 *Consultation, Collaboration, and Supervision*: Candidates gain knowledge about theories and methods for consultation within the schools, collaboration for team building and service leadership and supervision of credentialed and non-credentialed personnel/volunteers. Candidates gain knowledge of the schools as an organizational system and ways in which to effect change within that system as well as about public and private agencies in the community that provide services to pupils and their families. Learning activities include readings, class discussion, guest lecturers, a consultation plan project, case studies, role playing in dyads and small groups, oral report, self-evaluation of supervision skills, and a final examination.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: Candidates gain knowledge of the multidisciplinary, collaborative, team approach to involve all school personnel in guidance services to pupils; factors that promote positive school climate and the processes that facilitate change in school climate to promote student success; methods, techniques and processes that develop and enhance staff morale; developing, coordinating and evaluating programs so that services to pupils and other school and community personnel are maximized. Learning activities include reading, review of national and state standards for comprehensive school guidance programs, class discussion, case study analysis, role playing dyads, a program development project, an oral presentation and final examination.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: Candidates extend, reinforce and apply their leadership knowledge during their supervised field work by designing and conducting an in-service training and by developing a plan to train, supervise and evaluate paraprofessionals, volunteers or others who provide programs and services for students, evaluating an existing program at their school site, and by developing a program based on a school site needs assessment. Evidence of knowledge and leadership ability is demonstrated through classroom reflection, field logs, faculty critique during site observations, and the site supervisors summative evaluation of competence in this area.

**Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDCG 523  
EDCG 524  
EDCG 510A  
EDCG 529  
EDCG 533  
EDCG 534

### **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 interpersonal 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.**

The Program is committed to training candidates who advocate for high quality educational standards and opportunities for all pupils to succeed academically and, eventually, in their careers. Of particular focus is candidate knowledge and skill in identifying and ameliorating the system-wide impediments for equal educational access for underrepresented pupils, students with disabilities, and students at-risk for failure. Bias in testing, course offerings, student placement, academic support opportunities and their affect on student success and college admission is also addressed. Candidates acquire skills to assess student/family barriers to learning as well as the barriers within the school system and community. Using a systems approach, candidates are trained to plan and implement programs and strategies that eliminate barriers to learning and support the academic success of all pupils.

The primary courses, which address this standard, are EDGN 504 *School Law*, EDCG 526 *Microskills in Counseling*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, EDCG 527 *Educational and Career Planning*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 532 *Systems Approaches in the Schools*, and EDGN 554 *Educational Measurement*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of knowledge in the factors relevant to this standard. Specific courses and quality factors are described below.

#### **Coursework and Quality Factors Relating to Advocacy**

*EDCG 504 School Law:* Candidates learn about historical and legal factors and precedents related to pupil equity and inclusion and are able to apply this knowledge when advocating for programs and services designed to promote educational resources and opportunities for all pupils. Learning activities include readings, case law analysis, developing case briefs, quizzes and final examination.

*EDCG 525 Interventions for Safe Schools and the Promotion of Student Resiliency:* Candidates gain knowledge about factors that both help and hinder student success, including school climate. They learn how to research, design, and implement programs that support the learning and academic success of all pupils. Resiliency factors are identified and methods for increasing and maintaining those factors are applied. Interventions that are school-wide, include teachers, administrators, clerical, custodial and non-credentialed staff/volunteers and parents are particularly investigated. Learning activities include readings, research on “best practices” and successful intervention programs, advocates as guest lecturers, program development project, small group activities, and final examination.

EDCG 526 *Microskills in Counseling*: Candidates extend their counseling knowledge and skills in identifying pupil's interpersonal and intrapersonal barriers to learning. They gain competence in the ability to assist students in taking responsibility for their own behaviors and help them set goals and action plans to eliminate those barriers. Learning activities include role-playing in simulated counseling sessions with peers, case study analysis, workbook activities, and reflective writing.

EDCG 527 *Educational and Career Planning*: Candidates gain knowledge about educational requirements and standards for academic achievement in high school and for admission to two and four-year colleges and universities. They additionally gain knowledge about the variety of career paths and clusters available and the processes for increasing pupil's understanding about and access to these careers. Opportunities for underrepresented populations in post-secondary settings are learned. Tools for student assessment and career exploration and development (including technology tools) are learned. Knowledge about other post-secondary opportunities is gained to allow candidates to advocate for and motivate students to achieve the highest level of academic and vocational attainment for all pupils. This is accomplished through the skills that candidates acquire in assisting pupils to develop appropriate academic and career plans. Learning activities include classroom discussion, practice in assessment techniques/procedures, videotapes, guest speakers, readings, case study analysis, **career center report**, oral presentation and final examination.

### *EDCG 529 Organization and Administration of Pupil Personnel Services*

EDCG 532 *Systems Approaches in the Schools* Using a systems model, candidates gain knowledge about the interaction between family, community, and institutional factors and student learning and achievement. Related course elements for this Standard include the knowledge and skills required for initiating and maintaining parental/guardian involvement in classroom learning. Candidates also learn strategies for accessing community and institutional support (materials and personnel) to enhance classroom instruction and student success. Learning activities include readings, class discussion, development of a plan for parental involvement, case analysis, small group work, a systems research and analysis project and final examination.

EDGN 554 *Educational Measurement*: Candidates gain knowledge of testing and other assessment techniques about student learning; the effects of cultural, ethnic, gender, disability, school and community factors on assessment and achievement such as test bias and issues of validity and reliability for special populations and students at-risk. Candidates further obtain knowledge and skill in using non-testing assessment procedures (e.g., observation, anecdotal records, questionnaires, case studies, surveys, and pupil records, teacher evaluations); in the selection, administration, and application of unbiased assessment instruments and procedures. Learning activities include readings, reports on tests, demonstrations and practice in test administration, development and interpretation; observations, small group activities, and a final examination.

**Supporting Documents**

Course Syllabi

EDCG 526

EDGN 504

EDGN 554

EDCG 525

EDCG 527

EDCG 529

EDCG 532

**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.**

The Program addresses the fact that all counseling and guidance activities are directed toward student learning and achievement. In order for school counselors to assist students to achieve success in school they must understand how students learn and the curriculum frameworks in which they best learn. As part of their role, school counselors serve as consultants to new and experienced teachers on such issues as classroom management, classroom organization and curriculum development of guidance topics. Candidates are also trained to research, create, implement, and evaluate guidance curricula that they will present to students in small groups or as part of a class.

Success in the effective delivery of instruction is dependent on candidates' knowledge about diverse learning styles and the skill in efficient instructional delivery and the ability to consult with teachers, parents, and others about such delivery. Candidates learn effective classroom organization and management techniques and demonstrate their ability to train others in these techniques through in-service activities. Effective teaching strategies are enhanced by candidates' understanding of developmental, cultural, and environmental factors related to learning. These developmental factors are addressed in Generic Standard 11.

The primary courses which address this Standard are: EDGN 515 *Advanced Educational Psychology*, EDCG 523 *Group Process and Leadership*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 532 *Systems Approaches in Schools*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 533, 534 *Field Studies in School Counseling I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

**Coursework and Quality Factors Relating to Learning, Achievement and Instruction**

EDGN 515: *Advanced Educational Psychology*: Important elements of this course address theories of learning, developing positive culturally sensitive learning environments, curriculum and methods for conducting human relations training and affective education, principles of human relations and the effects of teacher-pupil and pupil –pupil relationships on learning, and ways to help students accept responsibility for their own learning. Learning activities include readings, classroom discussion, classroom observation in a school, analysis of a learning problem, research application paper, lesson plan development, oral presentation and a final examination.

*EDCG 523 Group Process and Leadership:* Candidates gain knowledge about group process and leadership techniques that can be applied to effective classroom management strategies. Curriculum design of counseling and guidance topics is learned as candidates develop a series of lesson plans for a 7 – 10 session group, instructional materials and specific strategies and techniques are included. Knowledge of group dynamics gives candidates an understanding of classroom dynamics and their impact on teacher effectiveness and student learning. Other learning activities include, readings, demonstrations, videotapes, participation in a group lab with opportunities for leadership practice, and final examination.

*EDCG 524 Consultation, Collaboration and Supervision:* In this course, candidates learn theories and methods of effective consultation with teachers, parents, and others who have an impact on student learning. They additionally learn effective strategies for collaboration as part of the entire school guidance instruction team and gain the skills necessary for the supervision of those involved in the delivery of school guidance counseling activities. Learning activities include classroom discussions, readings, case study analysis, role-playing triads, guest lecturers, a consultation project, and oral presentation.

*EDCG 529 Organization and Administration of Pupil Personnel Services:* Related elements of this course include; knowledge of the multidisciplinary team approach to involve all school personnel in guidance related services to students, coordinating, enhancing and developing programs, including guidance curricula, that promote student learning and achievement, and evaluating school guidance and affective curricula. Learning activities include readings, class discussion, review of national and state standards, case study analyses, role- playing, a comprehensive program development, oral presentation and final examination.

*EDCG 532 Systems Approaches in Schools:* Using a systems model, candidates gain knowledge about the interaction between family, community, and institutional factors and student learning and achievement. Related course elements for this Standard include the knowledge and skills required for initiating and maintaining parental/guardian involvement in classroom learning. Candidates also learn strategies for accessing community and institutional support (materials and personnel) to enhance classroom instruction and student success. Learning activities include readings, class discussion, development of a plan for parental involvement, case analysis, small group work, a systems research and analysis project and final examination.

*EDCG 533 Field Studies in School Counseling I:* Candidates extend and reinforce their knowledge during supervised field work by developing a staff in-service about an issue related to school counseling and guidance. Evidence of competence is demonstrated through in-class reflection, field logs, site critiques by university supervisors, and site supervisor's summative evaluation of candidate competence.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDGN 515  
EDCG 523  
EDCG 524  
EDCG 529  
EDCG 532  
EDCG 533

### **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 prevention, prevention, treatment and intervention services. In addition, candidates understand and possess skills 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 effective referral practices.**

The Program prepares candidates to be effective at individual counseling to support the academic, personal/social, and vocational development needs of their pupils. Candidates gain the knowledge, skills, and attitudes required to establish an effective counseling relationship, to identify student needs and concerns, assist students in setting goals and action plans, and evaluate counseling outcomes. Within the course of their training, candidates learn the early warning signs of depression and other behavioral disorders, violence potential, and drug/alcohol/physical abuse. They additionally are prepared to respond to individual pupil reactions to personal, school and community crises and receive specific training and gain knowledge and skills in critical incident debriefing and other crisis intervention strategies.

Candidates are clear about their role as school counselors and are prepared to make referrals to other school and community professionals when student problems fall outside of their scope of practice. The Program provides candidates with the knowledge about existing individual mental health resources to students and their families and skills to explore alternatives using technology and other research tools. Candidates are skilled at providing programs, treatments and interventions that support student wellness and resiliency and prevent problems that place students at-risk for failure.

The Program offers a scientist-practitioner model where candidates' knowledge of counseling theories and approaches serves as the basis for their applied work as school counselors. Candidates are encouraged to examine their own counseling styles as well as the values and biases that they bring to their relationships with diverse students. Self reflection is paramount in their development as professional counselors and the Program provides multiple opportunities for such reflection and evaluation.

During their training, candidates study the theories and works of Freud, Adler, Rogers, Yalom, Frankl, May, Perls, Glasser, Ellis, Michenbaum, Beck, Sue, Ivey, Eagen, Corey, among others, in order to gain a strong grounding in the many approaches of individual counseling.

The primary courses which address this Standard are EDCG 521 *Counseling Theory and Practice*, EDCG 526 *Microskills in Counseling*, EDCG 527 *Educational and Career Planning*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 525 *Interventions for Safe*

*Schools and the Promotion of Student Resiliency*, EDCG 532 *Systems Approaches in Schools*, EDCG 528 *Practicum*, EDCG 533 and 534 *Field Studies I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of knowledge and skill in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Individual Counseling**

EDCG 521 *Counseling Theory and Practice*: In this course candidates gain knowledge of major counseling theories and approaches and techniques appropriate for their application in schools; and skill in developing and applying a personal counseling philosophy. Learning activities include text and journal readings, reflective writing, class discussions, demonstrations, videotapes, role playing dyads, summaries of multicultural programs and research, research and report on a specific theory, oral presentation about another theory and its application to the schools, completion of exercises in a student study guide, and a final examination.

EDCG 524 *Consultation, Collaboration, and Supervision*: Candidates gain knowledge in the models and methods of consultation and collaboration with school personnel and outside agency professionals that serve the individual counseling needs of students and their families. Referral sources within the school district and the community are identified and students learn the skills required to make appropriate referrals and to consult with these private and public agencies to support student educational success. Learning activities include readings, class discussions, role-playing dyads, guest speakers, case study analysis, consultation project, oral report and final examination.

EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*: Candidates gain knowledge about crisis intervention strategies and models and acquire skill at critical incident debriefing for individuals and small groups. The program provides learning opportunities regarding a variety of successful interventions for students at-risk due to various types of behavior or problems (i.e. substance abuse, gang involvement, bullying, grief/loss, suicide prevention, divorce, etc). Candidates also learn about factors related to student resiliency and are skilled at developing individual and small group counseling strategies to support the development and maintenance of these resiliency factors. Critical Incident Debriefing is addressed. Related learning activities include readings, analysis of research in the field and identification of best practices through a written project, class discussions, guest speakers, role-playing dyads, summary and oral report on resiliency research, and a final.

EDCG 526 *Microskills in Counseling*: In this counseling practicum course, candidates extend their knowledge of counseling theory and skills through practicing counseling techniques with simulated and peer clients. They are observed and evaluated by their instructor and classmates, videotaped, analyze case studies, review procedures for assessing suicidality and violence potential, complete exercises in a study guide, and write reflective papers.

EDCG 527 *Educational and Career Planning*: Related activities include candidate knowledge and skill in the administration and interpretation of educational and vocational assessments to support individual academic and career counseling. Learning activities related to this Standard include readings, guest speakers, classroom demonstrations and discussions, case study analysis, role-playing dyads, completion of individual vocational assessments, and site observations.

EDCG 528 *Practicum*: Candidates extend and reinforce their knowledge and skill in individually counseling while engaged in supervised field work. They provide individual counseling and consult with and refer students to agencies and other professionals in order to ensure students educational success. Evidence of competence includes classroom discussion, role playing dyads, classroom presentations, site observation critiques by university faculty, field logs, and summative evaluation by site supervisor.

EDCG 532 *Systems Approaches in Schools*: Candidates gain knowledge about the systems approach to meeting student counseling needs. Being aware that they are unable to address all student concerns, they become skilled at being able to broker services within the institutional, family, and community systems available to the student. These skills assist them in being able to make effective referrals to community mental health agencies and professionals when required. Related learning activities include readings, classroom discussions, systems analysis, case studies using a systems approach, small group work and final examination.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: Candidates extend and deepen their counseling skills while carrying out supervised field work at a school site where they provide both individual and small group counseling on academic, personal/social, and career issues. They additionally consult with other school and agency professionals who serve to support student educational success. Evidence of competence is demonstrated through in-class reflection, presentation of a case study with plan for individual counseling goals/strategies, other written assignments, field logs, the university supervisor's site observation critiques, and a site supervisor's summative evaluation of candidate competence.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDCG 521  
EDCG 526  
EDCG 527  
EDCG 524  
EDCG525  
EDCG 532  
EDCG 528  
EDCG 533  
EDCG 534

## **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.**

The Program recognizes that counselor-student ratios and the multiple functions of school counselors makes individual counseling for all students impractical and inefficient. In addition to meeting the counseling needs of more students, group work is a more effective modality for addressing interpersonal problems that are so common among school-aged students. Students can gain from peer support as well as benefiting from multiple viewpoints, opportunities for “reality testing”, social skills development, and confirmation of their own experiences. The Program is committed to training effective group leaders whose knowledge of group process and dynamics, coupled with their skill in using strategies to promote both individual and group development, is demonstrated.

Candidates learn about group theory and process within the context of their own group lab experience where they have ample opportunities to experience both group membership and leadership. This leadership is extended to their ability to lead and facilitate small teams, parent groups and committee meetings in their function as school guidance coordinators and consultants.

The primary courses in which this Standard is addressed are EDCG 523 *Group Process and Leadership*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 532 *Systems Approaches in Schools*, EDCG 533 and 534 *Field Studies I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates demonstrate the successful acquisition of knowledge and skill in the factors relevant to this standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Group Counseling and Facilitation**

*EDCG 523 Group Process and Leadership*: Candidates gain knowledge about theories of group development, group dynamics, strategies for effective group facilitation, and applications to school settings and special student populations. Applications for academic, personal/social and career development groups are reviewed. Candidates strengthen their groupwork skills through participation in an experiential group about which they keep a reflective journal about their experience and development. They gain skill in facilitation as they have opportunities to lead group sessions. They evaluate a team meeting and also plan a 7 – 10 session psycho-educational group for a school site. Other learning activities include readings, classroom discussion and demonstrations, videotapes of educational groups in various stages, case study analyses, and a final exam.

EDCG 524 *Consultation, Collaboration, and Supervision*: Candidates gain knowledge about the facilitation of meetings, teams, and supervision groups that are working on education related tasks to support student learning. They learn skills and methods for initiating, facilitating, and concluding consultative relationships as well as for the removal of barriers and inhibitors to the development of effective group relationships among groups of teachers, parents, staff and others. Learning activities include case study analysis, role-playing, readings, classroom discussions, and final examination.

EDCG 532 *Systems Approaches in Schools*: Candidates gain knowledge about methods for enhancing the interrelationships between institution, community and family systems. Systems approaches are particularly relevant in understanding the dynamics of organizations and groups that have both common and separate interests. The importance of group facilitation skills when working to support parental involvement through PTA and other parent/school meetings is learned. Learning activities include small group work, plan for parental involvement and analysis of a case.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: Candidates extend and deepen their group counseling and facilitation skills while carrying out supervised field work at a school site where they provide group counseling to students about academic, personal/social, and career development issues. Group topics may include issues such as anger management, grief and loss, study skills, career exploration and other topics. Candidates are also required to facilitate a meeting with a group of parents and conduct an in-service group meeting for staff. Evidence of competence is demonstrated through in-class reflection, written assignments, field logs, the university supervisor's site observation critiques, and the site supervisor's summative evaluation of candidate competence.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDCG 523  
EDCG 524  
EDCG 532  
EDCG 533  
EDCG 534

### **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 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.**

The Program recognizes that individual school counselors are not able to deliver full counseling and guidance services directly to all students. Rather, they must be skilled at effectively collaborating with those within the school, home and community to meet the developmental education needs of all pupils, from preschool through adult learners. School counselors need skill in coordinating an array of services and programs to support student learning and in brokering services by utilizing available institutional and community resources. Knowledge about effective team building involves the ability to translate the school mission into programs and practices that support educational goals and eliminate barriers to learning in a way that includes participant's interests and input.

Methods for gaining parent/guardian involvement to support the learning and achievement of students is critical to an effective counseling and guidance program. The program fosters effective interpersonal skills and the ability to communicate with and resolve conflict among persons from diverse backgrounds and perspectives in order maximize supportive home-school alliances. The program utilizes a systems approach to team building, collaboration and coordination of people and services with the goal of student learning and academic achievement at the levels necessary to become productive citizens. This coordination includes the supervision of those staff and volunteers who comprise the membership of these teams. We additionally provide the knowledge and skills of organizing effective evaluations of such collaborative efforts for accountability.

The primary courses that address this standard are EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 532 *Systems Approaches in Schools*, EDCG 528 *Practicum*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 533 and 534 *Field Studies in School Counseling I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge and skills in the factors relevant to this standard. Specific courses and quality factors are described below.

**Coursework and Quality Factors Relating to Collaboration, Coordination and Team Building**

*EDCG 524 Consultation, Collaboration, and Supervision*: This course is specifically designed to provide the knowledge and skills that candidate's need to effectively coordinate, collaborate, and supervise persons, credentialed and non-credentialed, who work together to provide programs and services that support the counseling and guidance program in the service of student learning and achievement. Candidates gain knowledge about the institutional services, community agencies, and parent groups that can potentially become members of this collaboration. Further, they gain skill at identifying, referring to and coordinating community agency services and other staff members to develop and modify educational programs that meet the personal, social and institutional needs of students. Learning activities include readings, class discussion and demonstrations, guest speakers, case study analysis, role-playing in dyads and small teams, design a collaborative project, and final exam.

*EDCG 528 Practicum*: Candidates extend their knowledge through supervised field work where they observe and participate in consultations and collaborations with teachers, parents, and other

professionals to support student achievement. Evidence of this knowledge is demonstrated in class discussions and presentations, written assignments, case study analysis, field logs, university supervisor's site observation critiques, and site supervisor's summative evaluation of competence.

*EDCG 529 Organization and Administration of Pupil Personnel Services:* In this course candidates gain knowledge and competence in designing and coordinating comprehensive guidance services and programs. This coordination of services uses a multidisciplinary team approach and includes strategies for working with non-school personnel whose participation must be congruent with the school guidance plan and monitored for its impact. Effective team building skills are seen as essential to this effort. Candidates learn skills and methods of design that include mechanisms that support accountability and outcomes related to student achievement. Learning activities include readings, class discussions, guest speakers, case analyses, role-playing, a team program development project and oral presentation, and final examination.

*EDCG 532 Systems Approaches in Schools:* Candidates gain knowledge of systems theory and its application to the schools. Methods for collaborating and coordinating the various systems available to support the educational success of school children are provided. Knowledge is gained about the dynamic interaction between individual / groups of students and the family, community, judicial, and school systems that both enhance and inhibit their academic achievement and success in learning. Particular attention is given to strategies to enhance parental involvement. Learning activities include readings, classroom discussions, guest speakers, system analysis, plan for family involvement and final examination.

*EDCG 533 and 534 Field Studies in School Counseling I and II:* Candidates extend and reinforce their knowledge during supervised field work by developing and implementing a staff in-service program based on staff input and needs, meeting with parents about an issue of importance to them and writing a summary report, developing a plan to utilize volunteer counselors or peer counselors that includes training and supervision procedures, evaluate an ongoing counseling program on-site, and develop and implement a counseling and guidance program that will address the needs of students, including a budget and evaluation plan. Evidence of knowledge is demonstrated through classroom reflection, writing assignments, field logs, university supervisor's site observation critiques, and site supervisor's summative evaluation.

**Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDCG 524  
EDCG 532  
EDCG 528  
EDCG 529  
EDCG 533  
EDCG 534

**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.**

The program prepares candidates to design, organize, implement, and evaluate comprehensive guidance programs using a systems approach. Within this context, candidates understand that schools are systems that operate dynamically within other organizational and community systems and interact with diverse family systems as well. Candidates gain knowledge about the organizational structure of the school and the historical, social, political, and cultural contexts within which it functions. Further, they are able to understand the placement of a comprehensive guidance program as part of the overall school plan.

Of particular focus is the importance of accountability and student outcomes relative to the comprehensive counseling and guidance plan. Candidates learn to develop programs that take into consideration the needs of the school as a whole and of its individual students to create a positive, safe learning environment. They gain skill in managing the people and other resources needed to carry out such programs and are able to develop budgets that include both internal and external funding. Candidates gain knowledge in the area of program evaluation from needs assessment strategies, to formative evaluations that allow for change of inefficiencies, through summative outcome evaluations.

Through coursework, students are given the opportunity to learn about and design action research that they can carry out in school settings. They gain knowledge that allows them to select valid, reliable measures to assess program impact on student outcomes that effect student learning and academic achievement. Candidates are prepared to design both prevention and intervention strategies and serve as change agents within the school, community, and society.

The primary courses which address this Standard are EDGN 510A *Action Research for Practitioners*, EDGN 554 *Educational Measurement*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 532 *Systems Approaches in Schools*, EDCG 533 and 534 *Field Studies I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Organizational Systems and Program Development**

EDGN 510A *Action Research for Practitioners*: Candidates gain knowledge in the entire process of applied research from comprehensive literature reviews, needs assessment strategies, research design/methodology, analysis, and evaluation strategies. They acquire the research skills necessary for conducting outcome studies and program evaluations at their school sites. Learning activities include the design of an action research proposal and conducting basic statistical analysis.

EDCG 525 *Interventions for Safe School and the Promotion of Student Resiliency*: Candidates gain knowledge about factors related to positive school climate and safe schools as well as factors that support and enhance student resiliency, particularly for those at risk for failure. A wide variety of prevention and intervention programs are investigated and candidates gain skills that will enable them to replicate “best practices” and to create programs that address both individual and school-wide barriers to an effective learning environment. Learning activities include readings, literature searches and reviews, videotapes, development of a prevention/intervention project, team presentation and final examination.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: In this course, candidates gain knowledge of the multidisciplinary team approach to involve all school personnel in services to pupils; factors that promote a positive school climate and the processes that develop and enhance staff morale; developing, implementing, enhancing and evaluating programs so that services to pupils and other school and community personnel are maximized; create change where needed to support student achievement. Learning activities include, readings, classroom discussion, guest speakers, role-playing dyads, a team program development project and oral presentation and final examination.

EDCG 532 *Systems Approaches in Schools*: Candidates gain knowledge of the school as an organizational system that functions within a larger cultural, political, and economic system and its dynamic relationship with diverse community and family systems. They learn about the characteristics of these various systems as well as skills for maximizing positive interactions, including parental involvement, that support schools and the learning and achievement outcomes of its students. Related learning activities include, readings, classroom discussion and critical analysis, case analyses, small group work, a systems research and analysis project and final examination.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: Candidates extend and reinforce their knowledge during their supervised field work by developing a plan to train, supervise and evaluate paraprofessionals, volunteers or others who can provide programs and services for students, evaluate an existing program and develop recommendations for change, conduct a needs assessment and develop a program based on the results including methods for evaluating its impact. Evidence of knowledge and skill is demonstrated through classroom reflection, field logs, university supervisor’s observation critiques, and site supervisor’s summative evaluation.

EDGN 554 *Educational Measurement*: Candidates gain knowledge of the theories and methods of assessment as applied in school settings. They learn about factors that influence reliability and validity and how to select appropriate measures. Knowledge gained would enable students to design needs assessments and other surveys to gather student or program data. Related learning activities include readings, class discussions, analyses and critiques of standardized and non-standardized measures, keeping a portfolio journal and a final examination.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDGN 510A  
EDGN 554  
EDCG 525  
EDCG 529  
EDCG 532  
EDCG 533  
EDCG 534

## **Standard 29 – Prevention Education and Training**

**Candidates know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.**

The program is committed to preparing counselors who are able to collaborate with the school and community in order to develop successful prevention programs based on early identification of students at-risk for failure in school. Because this is such an important principle undergirding the Pupil Personnel Services Credential program, this aspect is infused in course work throughout the program. Candidates have opportunities to learn about those students considered at-risk and to gain knowledge about effective prevention programs and techniques.

The program recognizes that early prevention plays an important role in diminishing and eliminating student problems that serve as barriers to learning. The development of good academic/study skills and habits, along with effective personal and interpersonal skills are factors specifically addressed. Additionally, candidates gain knowledge about school, family, and community factors that impede student development and academic achievement. They are able to work with students, teachers, and families to address these factors individually and with groups through prevention program development.

Specific knowledge about student resiliency factors and how to provide and enhance these factors is a unique area of prevention focus in the program. These factors serve as early warning signs and predictors of future academic success. Candidates gain skill in designing staff in-service and family education programs about these factors and ways that those who are involved with pupils can support their learning and achievement by preventing problems early. Knowledge about organizing, implementing, and evaluating school-wide and community prevention programs is gained as candidates learn about successful prevention programs (i.e. bullying, tolerance building, etc.).

The primary courses in which this standard are addressed are EDCG 521 *Counseling Theory and Practice*, EDCG 526 *Microskills in Counseling*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 532 *Systems Approaches in Schools*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 533 and 534 *Field Studies I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of knowledge in factors relevant to this Standard. Specific courses and quality factors are described below.

**Coursework and Quality Factors Relating to Prevention Education and Training**

EDCG 521 *Counseling Theory and Practice*: Candidates gain knowledge of individual counseling approaches that promote student success. Learning activities include readings about theory and applications for diverse populations, research paper and oral presentation, analysis of relevant case studies, role-playing scenarios with students at-risk, and a final examination.

EDCG 523 *Group Process and Leadership*: During this course, students learn how to lead groups of students at risk for failure including those within the classroom. They demonstrate knowledge by creating a 7 – 10 session prevention or intervention group. Candidates learn how to solve conflicts between and among pupils and groups of pupils. Other related learning activities include, class discussions and demonstrations, readings, videotapes, participation in an experiential group and final examination.

EDCG 524 *Consultation, Collaboration, and Supervision*: Candidates gain knowledge and skill in developing in-service and parent/community workshops related to prevention of barriers to learning. They learn how to consult and collaborate with teachers, other school personnel and agency professionals to support the learning and academic achievement of students and to prevent barriers to their success. Related learning activities include reading, class discussions, guest speakers, role-playing, development of a collaborative team project to solve student problems and barriers to learning, final examination.

EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*: This course is specifically designed to focus on those programs and services that address students at-risk. Candidates gain knowledge of the characteristics of pupils at-risk for failing in school; the conditions that place them at-risk; assessment procedures for evaluating their risk; and interventions and prevention of further problem development including such critical areas as child abuse, substance abuse, gang involvement, lack of parental support, learning disabilities, negative school climate/poor morale, bullying and other school violence issues. Candidates gain knowledge about successful practices and programs in these areas and acquire the skills necessary to design, implement and evaluate them. Learning activities include, readings, literature/research reviews, practice at-risk assessments, role-playing dyads, case/school analysis, plan for prevention/intervention project, final examination.

EDCG 526 *Microskills in Counseling*: This in-class practicum provides candidates with the skills necessary to detect early warning signs that place students at-risk for academic failure. Candidates gain practice in assessing emotional, cognitive and behavioral predictors and skill at developing plans to prevent their negative impact on student success. Included are skills required for suicide/homicide assessment and the referral techniques to persons and programs designed for prevention. Learning activities include readings, videotapes, role-playing dyads where students are videotaped and receive peer and instructor evaluation, reflective writing, case analyses, workbook assignments, and final practical examination.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: Important components of this course include those by which candidates gain knowledge about programs, methods and/or techniques effective in preventing failure and promoting success of pupils and schools through the comprehensive guidance program; methods of collaboration, consultation with parents, staff, and other professionals; and the effects of school organization systems upon pupils. Learning activities include knowledge of national and state standards for programs,

readings, interviews of PPS professionals, guest speakers, class discussion, design of a comprehensive guidance program and final examination.

EDCG 532 *Systems Approaches in Schools*: Candidates identify the dynamic interaction between and among instructional, community, institutional and family systems on both the prevention and creation of barriers to student learning and achievement. Of particular focus are methods and strategies to encourage positive parental involvement in pupil learning and for involving classroom teachers in the school guidance program. Related activities include readings, class discussions, case analyses, development of a program to address a student need using a systems approach and final examination.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: Candidates extend and reinforce their knowledge at a school site through supervised direct and indirect primary prevention and intervention with students, consultation with staff, parent meetings, program development and utilizing referral sources. Evidence of knowledge is demonstrated through in-class reflections, written assignments, field logs, university supervisor's site observation critiques, and site supervisor's summative evaluation of competence.

### **Supporting Documentation**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDCG 521  
EDCG 523  
EDCG 524  
EDCG 525  
EDCG 526  
EDCG 529  
EDCG 532  
EDCG 533  
EDCG 534

**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 program prepares candidates to access and critically evaluate existing educational research; design practical action research in school settings; and conduct program evaluations using computer technology and other application tools. Candidates are prepared to become reflective practitioners who continually use and create action research to inform their practice in the service of student learning and achievement. They gain knowledge and skill in a variety of quantitative and qualitative methods including simple experiments, needs assessments, survey/questionnaire research, ethnographic studies, single case studies and program evaluation.

Candidates are able to translate research into practice for themselves, parents, and others who provide educational services to students. They understand the role of action research in the schools, with its limitations, and can identify proper uses in order to determine student needs and outcomes relative to programs and services. They are prepared to use student and school data to both design and evaluate school guidance activities. Candidates are prepared to use technology to conduct electronic and on-line searches, design surveys and questionnaires, access student data, create flow charts for evaluations, perform basic statistical analyses, and create Powerpoint presentations for teachers, parents and others to inform them of student outcomes. Throughout the program candidates are required to give in-class presentations that use technology as a means to convey their ideas to others. Candidates have access to and work in high technology classrooms that provide them with “hands on” experience in the use of technology.

The primary courses which address this Standard are EDGN 554 *Educational Measurement*, EDGN 510A *Action Research for Practitioners*, EDCG 522 *Tools for Research, Practice, and Professional Development*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 533 and 534 *Field Studies in School Counseling I and II*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

**Coursework and Quality Factors Relating to Research Program Evaluation and Technology**

*EDGN 510 Action Research for Practitioners*: In this course candidates gain the knowledge base, techniques, and applications of action research. They learn the common types of action research, how to formulate meaningful research questions and to identify problems through literature reviews and empirical practice, use the basic tools of action research, describe,

interpret, and select descriptive and inferential statistics, apply sampling procedures and decide what types of research are appropriate for accountability. Learning activities require that candidates conduct on-line research, develop a research proposal, develop survey instruments and interview protocol, understand the use of interview transcripts, analysis and comments, and final examination.

*EDCG 522 Tools for Research, Practice, and Professional Development:* This course is designed to provide candidates with the knowledge and skills to use technology and other applications to enhance their ability to conduct research, design and evaluate counseling and guidance programs, provide educational counseling and academic planning to students, and to make oral and written presentations to students, teachers, parents and others about educational intervention programs and their outcomes as well as the presentation of research and aggregate student/school data. Topics covered include on-line search techniques and resources, critical reading and professional writing using APA style, designing and using Powerpoint presentation software, using software to produce flow charts, budgets, and data collection and analysis. Learning activities include developing a list of website resources for school counselors, a critique of a professional journal article using APA style, brief Powerpoint presentation of a counseling and guidance topic of interest to teachers and/or parents, and discussion of student data systems at school sites.

*EDCG 529 Organization and Administration of Pupil Personnel Services:* Candidates gain knowledge in developing implementing, and evaluating standards based comprehensive guidance programs. Skill in designing effective evaluation plans to assess the impact of such programs on student outcomes is stressed. Related learning activities include an evaluation component of a comprehensive counseling and guidance program plan, use of technology in the development and presentation of the plan in-class. Students gain knowledge of the ASCA national standards for school counseling and use those standards to drive their development and evaluation of guidance programs and activities.

*EDCG 533 and 534 Field Studies in School Counseling I and II:* Candidates extend and reinforce their knowledge about research, program evaluation and technology through application of this knowledge under supervision in a school setting. Activities include the evaluation of an existing program on-site using data analysis and presentation of findings to stakeholders, conduct a needs assessment of school staff and design an in-service training program with appropriate technology to enhance understanding and a staff evaluation plan, and develop and implement a counseling and guidance program that includes an evaluation component. Evidence of knowledge is demonstrated through classroom reflection, written assignments, field logs, university supervisor's site observation critiques, and site supervisor's summative evaluation of competence.

*EDGN 554 Educational Measurement:* Related aspects of this course include the preparation of candidates to translate and describe student assessment outcomes to pupils, parents/guardians, and teachers. Students also gain knowledge about the selection of appropriate measures to assess student performance. Learning activities include readings, class discussions, development of a criterion referenced test, group test interpretation project, a portfolio journal and final exam.

**Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDGN 554  
EDGN 510A  
EDCG 522  
EDCG 529  
EDCG 533  
EDCG 534

### **Standard 31 – Field Experience**

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

The California Lutheran University Pupil Personnel Services Credential program is committed to ensuring that candidates engage in a comprehensive, meaningful field experience which embraces a range of grade levels with pupils who are culturally and ethnically diverse. Additionally, a fundamental philosophy underlying field practice is that candidates have mentors who not only model competent and ethical professionalism in their service to students but who are also able to establish a positive mentor relationship with their counselors-in-training. In implementing this philosophy, full-time as well as part-time faculty serve as university supervisors who hold seminars, make contacts with site supervisors, and make site visit observations. Further, the program insists that all site supervisors are experienced holders of the PPS Credential and are experienced in supervision. Field work sites are arranged in consultation with candidates and site supervisors in order to provide appropriate direction for field experiences and to determine that candidates will be able to practice the required knowledge and skills in a setting that is culturally and ethnically diverse. Field studies applications, handbook and site observation forms can be found in Appendices 31.1, 31.2, 31.4.

The primary courses that address this Standard are EDCG 528 *Practicum*, EDCG 533 *Field Studies in School Counseling I*, and EDCG 534 *Field Studies in School Counseling II*. During their field practice in these three courses, candidates complete a total of 100 clock hours in a practicum experience at a school site, college/university, or community agency; and at least 600 clock hours of field experience in K-12 public school settings at two of three levels such as elementary, middle, and high school with a minimum of 200 hours at each level. Two hundred (200) of the six hundred (600) clock hours may be completed in settings other than public schools but these settings must be approved by the field and university supervisors to assure relevant, high quality experiences. At least four hundred (400) clock hours are to be completed and supervised in K-12 public school settings.

At least one hundred and fifty (150) clock hours will be devoted to issues of diversity. Candidates may satisfy this requirement by developing and implementing programs that address diversity issues AND at least fifty (50) clock hours will be spent with at least ten (10) pupils (individually or in group) of a racial and ethnic background different from that of the candidate. Or, all one hundred and fifty (150) hours with pupils of a racial and ethnic background different from that of the candidate.

Candidates field experience will include demonstrations of knowledge and skill in academic assessment, individual and group counseling that addresses academic, personal/social and career development, program development and evaluation, program coordination and supervision, consultation, guidance curriculum development, legal aspects and professional ethics as identified in Standards 17 through 30. Field sites and site supervisors are selected for the availability of opportunities for the candidate to gain experiences addressed in the Standards, including access to school resources and technology, information on higher education opportunities, teaching and learning, tests and measures used to assess student learning and achievement, and information on school district policies and procedures. Assignments and activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful practice of the knowledge and skills in the factors relevant to Standards 17 through 30. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Field Practice**

EDCG 528 *Practicum*: Candidates in this course are required to obtain at least 100 clock hours in a culturally and ethnically diverse setting that may be at K-12 school sites or at a college or community agency that provides services to students. Site supervisors must hold the PPS Credential or other licenses/ credentials appropriate to the chosen setting. During their field practicum, candidates extend and reinforce their knowledge and skills through opportunities that may include counseling, advising, vocational assessments, academic and career planning, agency or school-based programs serving children and their families, shadowing and observing school counseling and classroom instruction, attending district/community meetings, and mapping school-based community resources. Evidence of knowledge and skills is gained through in-class reflection, written assignments, the university supervisor's site observation critique, field logs, and a summative evaluation by the site supervisor.

EDCG 533 *Field Studies in School Counseling I*: Candidates in this course are required to obtain at least two hundred (200) and up to four hundred (400) clock hours in a public elementary, middle, or high school under the supervision of an experienced site supervisor who holds the PPS Credential and who has been approved by the university and the district and has signed an agreement to provide activities to enable students to gain professional competency. During this course and EDCG 534, which is described below, candidates are to engage in at least one hundred and fifty (150) clock hours of activities devoted to diversity issues. At least fifty (50) of those hours must be to work with ten (10) students either individually or in groups who are racially and ethnically different than the candidate. Other diversity activities may include the design and implementation of programs that address these issues. These hours are noted on their daily logs.

During their field training, candidates practice student assessment, counseling and advising (individually and in groups), program development and evaluation, consultation and collaboration with teachers, parents, and community agencies, guidance curriculum development, use of technology, while adhering to legal aspects and professional ethics. Evidence of knowledge and skills in the domains, themes, and functions of school counseling is gained through in-class reflections, site and written assignments (see handbook), the university

supervisor's site observation critiques (2), field logs, and the site supervisor's formative and summative evaluations of candidate competence.

EDCG 534 *Field Studies in School Counseling II*: Candidates in this course are required to obtain two hundred to four hundred field hours (a total of 600 hours in EDCG 533 and EDCG 534) in a public elementary, middle, or high school setting (different level than EDCG 533) under the supervision of an experienced site supervisor who holds the PPS Credential and who has been approved by the university and district and has signed an agreement to provide opportunities to enable candidates to gain professional competency. During this course and EDCG 533 above, candidates engage in a minimum of one hundred and fifty (150) clock hours addressing issues of diversity. At least fifty hours must include work with ten (10) pupils of a racial and ethnic background different from that of the candidate. These hours are recorded on daily logs. Other activities may include the design and implementation of programs that address diversity issues.

During their field training, candidates practice counseling and guidance functions that include, advising, counseling, consulting, program planning, coordination, supervision and evaluation, with individuals and groups through the use of technology and action research procedures designed to address student learning and achievement while adhering to legal aspects and professional ethics. Evidence of knowledge and skills is gained through reflections in class, written assignments, the university supervisor's site observation critiques (2), field logs, and the site supervisor's formative and summative evaluation of candidate competence.

### **Supporting Documents**

Appendix GS.31.1	Field Experience Handbook
Appendix GS.31.2	Field Experience Applications
Appendix GS.31.3	Site Supervisor Agreement/Plan
Appendix GS.31.4	Site Observation Forms
Appendix 31.5	Site Supervisor Formative Evaluation Form
Appendix 31.6	Site Supervisor Summative Evaluation Form

### Course Syllabi

EDCG 528  
EDCG 533  
EDCG 534

### **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 supervisor and one institutional supervisor.**

The California Lutheran Pupil Personnel Services Credential program ensures that candidates have fulfilled the Standards for professional competence by providing a written summative assessment by at least one district site supervisor and one institutional supervisor of each candidate's performance that encompasses the skills and knowledge necessary for professional competence and that is based on documented procedures or instruments that are clear, fair and effective.

The primary courses that address this Standard are EDCG 528 *Practicum*, EDCG 533 *Field Studies in School Counseling I* and EDCG 534 *Field Studies in School Counseling II*. In each of these courses, the district site supervisor completes a formative evaluation of student progress and competencies with recommendations for correcting inadequacies, and a summative assessment of the candidate's performance in the professional competencies as identified in Standards 17 through 30. The university supervisor for each course also completes an assessment based on their site observation of the student in practice and from an interview with the site supervisor. Candidates receive at least five site visits during these three courses. The final grade for fieldwork from the university supervisor is also based on clear guidelines. Assessment criteria and procedures are described in the Field Handbook.

Based on the faculty review of each candidate's competence and performance, and a thorough document and transcript review by the credential analyst, the Program Director or full-time faculty advisor recommends each candidate for the Pupil Personnel Services credential. See Appendix [GS.32.1](#) for the final exit interview form and [Appendix GS.32.2](#) for the credential application. At exit, an interview is conducted where candidates have the opportunity to assess their own competencies based on program goals. At this time the advisor will give verbal feedback as well as recommendations for ongoing professional development.

#### **Supporting Documents**

Appendix GS.32.1 [Final Exit Interview Form](#)

[Appendix GS.32.2 Credential Application](#)

Course Syllabi

EDCG 528  
EDCG 533  
EDCG 534

**Child Welfare and Attendance  
Specialization  
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.**

The California Lutheran University Child Welfare and Attendance specialization prepares CWA candidates with the knowledge of historical and sociopolitical factors that impact the current trends in child welfare and attendance. Our candidates are prepared to serve as advocates for all students with a particular focus on those at-risk students with low achievement. The program recognizes that CWA professionals work best using a systems approach and that school-wide reform efforts to increase child safety ultimately impact their attendance and academic success.

Our program prepares candidates to work collaboratively with school and district personnel, parents/guardians, law enforcement, and social service agencies to support the welfare and attendance of all pupils. They understand their role as part of the counseling and guidance team who help teachers and others understand the myriad social, cultural, and economic factors that serve as barriers to student attendance and learning. The primary courses which address this Standard are EDGN 504 *School Law*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, and EDCG 540 *Child Welfare and Attendance Seminar*. Assignments and learning activities required by each syllabus indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this Standard. Specific courses and quality factors are listed below.

### **Coursework and Quality Factors Related to the Professional Role of Child Welfare and Attendance Providers**

*EDGN 504 School Law*: Candidates learn relevant California and Federal laws and regulations pertaining to children and their families; gain knowledge of laws about compulsory education, child labor, child custody as it relates to school matters, child abuse reporting; and legal severance of attendance and appropriateness of use including due process. Learning activities include readings, developing case briefs, case analysis, quizzes and final exam.

*EDCG 525 Interventions for Safe Schools and the Promotion of Student Resiliency*: Related aspects of this course include knowledge of prevention and intervention programs for pupils at-risk for school failure and underachievement. Candidates gain knowledge of factors related to resiliency in students and skills in selecting approaches to support those factors. These approaches are linked to new (AB1802) state requirements for school counselors in support of students at-risk for school failure. Learning activities include readings, case analysis, administration of a resiliency scale, developing a prevention/intervention plan, and final examination.

EDCG 540 *Child Welfare and Attendance Seminar*: In this course candidates gain knowledge about the history, philosophy, and current trends in child welfare and attendance. They learn about the roles of the attendance counselor in the schools, including the consulting role to include families, districts, community agencies, and the legal system to support the safety and attendance of all pupils, particularly those at-risk. They further gain skills, that are developed through supervised field work, in advocating for all students. Learning activities include research, readings, role-playing, 150 hours of supervised field experience in attendance at a school site. Evidence of knowledge is gained through classroom learning activities, university supervisor's observation critique, and site supervisor's summative evaluation of competence.

### **Supporting Documentation**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDGN504  
EDCG 525  
EDCG 540

## **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 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.**

The California Lutheran University Pupil Personnel Services Credential program with CWA specialization prepares school counselors who are knowledgeable about laws and factors related to the fundamental rights of minors to regularly attend safe and orderly schools, and those factors that may serve as barriers to regular attendance.

The primary courses that address this Standard are EDGN 504 *School Law*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, and EDCG 540 *Child Welfare and Attendance Seminar*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates demonstrate the successful acquisition of knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Related to Laws Pertaining to Child Welfare and Attendance**

*EDGN 504 School Law*: In this course candidates learn about relevant California and Federal laws and regulations pertaining to children and families and gain knowledge of laws relating to pupil records, confidentiality, the custody, registration, attendance and education of minors, including suspension, expulsion and due process, and alternative enrollment options. Topics of classroom discussion include legal issues such as civil rights; school safety; roles and responsibilities of school counselors, teachers, administrators, and parents; important case law centered around these issues. Learning activities include readings, developing case briefs, quizzes and final examination.

*EDCG 525 Intervention for Safe Schools and the Promotion of Student Resiliency*: Important aspects of this course include research into factors related to child abuse, dropping out of school, and school violence. Topics of classroom discussion include reasons for the occurrence of those situations and programs of prevention and intervention designed to alleviate them. Knowledge of high school graduation requirements is reviewed. Learning activities include research, readings, case studies, role-playing, and final examination

*EDCG 540 Child Welfare and Attendance Seminar*: Candidates in this course gain knowledge about why California public education is both a requirement and a right; attendance and accounting procedures; responsibilities assigned to the district custodian of records, including laws related to confidentiality, access, and transfer of those records. Topics of classroom discussion include the above areas and legal issues related to attendance and school safety.

Learning activities include research, readings, role-playing, a final examination and 150 hours of supervised field experience in attendance at a school site. Fifty hours may be completed during Field Studies I (25 hours) and Field Studies II (25 hours). Evidence of knowledge is gained through classroom reflections, university supervisor's site observation critique, and site supervisor's summative evaluation of competence.

### **Supporting Documentation**

Appendix **GS.31.1** **Field Handbook**

Course Syllabi

EDGN 504  
EDCG 525  
EDCG540

### **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.**

The program is committed to providing CWA candidates with the knowledge and skills required to serve as effective leaders and managers of child welfare and attendance programs. Of critical importance is the ability to collaborate with and supervise others who have an impact on student welfare, attendance, and academic success. Additionally, CWA counselors must be able to design, implement, and evaluate programs based on student outcomes. Candidates gain knowledge about related policies and procedures and have skill in accessing student data and resources through the use of technology.

The primary courses which address this Standard are EDGN 504 *School Law*, EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 540 *Child Welfare and Attendance Seminar*, EDCG 533 and EDCG 534 *Field Studies in School Counseling I and II*. Assignments and learning activities required by each syllabus and handbook indicate the ways in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

#### **Coursework and Quality Factors Relating to Program Leadership and Management**

*EDGN 504 School Law:* Related aspects of this course include knowledge of district, state, and federal rules and regulations regarding school attendance. Policies and procedures for School Attendance Review Boards, Student Attendance Review Teams, and Student Study Teams are learned. Learning activities include readings, review of case law, preparation of case briefs, quizzes and final examination.

*EDCG 524 Consultation, Collaboration, and Supervision:* Related aspects of this course include knowledge about consulting and collaborating with school staff, parents, community agency personnel, and law enforcement personnel who are involved in the welfare and attendance of pupils. Candidates gain supervision skills that enable them to manage others who provide CWA services and to supervise non-school persons with whom they have Memorandums of Understanding. Learning activities include readings, class discussions, case analysis, role-playing in “mock” consulting teams, supervision role-playing in dyads, designing a collaborative project and final examinations.

*EDCG 525 Interventions for Safe Schools and the Promotion of Student Resiliency:* Candidates gain understanding of factors related to school safety and positive school climate. They acquire knowledge in developing a school safety plan and crisis response team/plan. They gain skills for critical incident debriefing and are able to select and implement programs that support student safety through research of “best practices” in the field. They understand the role of SARB,

SART and SST's in supporting the school attendance of all pupils and are able to participate as an integral member of these teams. Learning activities include readings, review of best practices, development of a school intervention program, review and administration of a resiliency scale, team presentation, and final examination.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: Related aspects of this course include knowledge and skill in program design, implementation, supervision and evaluation. Candidates understand the role of technology in managing and analyzing student data and gain skill in the management of programs that are based on student outcomes for accountability. Knowledge about factors related to school climate is gained as well as information about identifying funding sources to support school programs. Learning activities include classroom discussions, readings, site observations, guest speakers, case study analysis, small group work, development of a comprehensive counseling and guidance program including a budget and evaluation, and final examination. Content guided by the ASCA National Standards for School Counseling and State Legislation, including AB 1802.

EDCG 533 and 534 *Field Studies in School Counseling I and II*: In these courses, candidates carry out supervised field work in order to reinforce and extend their knowledge and skills. At least 25 hours in each course can be devoted to activities related to child welfare and attendance issues. In fulfilling their roles as counselors-in-training, they have the opportunity to design an attendance improvement program, including an evaluation and to counsel students who have attendance problems; consult with school staff and parents through student study teams, and develop prevention and intervention strategies. Evidence of knowledge and skill is demonstrated in classroom discussions, written assignments, field logs, university supervisor's site observation critiques, and site supervisor's summative evaluation of candidate competence.

EDCG 540 *Child Welfare and Attendance Seminar*: In this course candidates gain knowledge about the leadership role and function of CWA professionals and their impact as agents of change. They learn the nature of SARB, SART, and SST's, and the role of these collaborative teams on the attendance and welfare of students at-risk. They gain skill in case management techniques and are able to coordinate adjunctive services. Candidates also learn the importance of outcomes measurement and their use in modifying or extending program services. Learning activities include research, role-playing in small groups, case study analysis, written reflections 100 hours of supervised field experience in attendance at a school site, field logs, university supervisor's site observation critique, and site supervisor's summative evaluation of candidate competence.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDGN 504  
EDCG 524  
EDCG 525  
EDCG 529  
EDCG 540  
EDCG 533  
EDCG 534

**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.**

An important principle undergirding the Cal Lutheran CWA program is that its candidates be well prepared to consult and collaborate with teachers, parents, mental health agencies, law enforcement, probation and family services and others who support the welfare and attendance of school children. For this reason, developing knowledge and skills that lead to effective consultation and collaboration have a significant place in the program.

Candidates in our program become familiar with those resources and programs that empower students and their families to access the adequate support for personal safety, attendance, and successful learning opportunities and gain skill in effective referral to such resources. Further, they acquire skills needed for team development, group facilitation, and consensus building when working with diverse groups of people. Candidates are able to craft Memorandums of Understanding with non-school personnel that support the overall mission of the school as well as the welfare of its students.

The primary courses which address this Standard are EDCG 524 *Consultation, Collaboration, and Supervision*, EDCG 532 *Systems Approaches in Schools*, EDCG 540 *Child Welfare and Attendance Seminar*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

**Coursework and Quality Factors Relating to Collaboration and Partnerships**

*EDCG 524 Consultation, Collaboration, and Supervision:* This course is specifically designed to provide the knowledge and skills that candidates need to effectively collaborate with persons that support the welfare and attendance of pupils. They gain knowledge of available partnerships with community agencies, educational resource centers, law enforcement and others and ways for working with these groups to achieve common goals. Learning activities include readings, class discussion and demonstrations, guest speakers, case study analysis, role-playing in dyads and small teams, designing a collaborative project and final examination.

*EDCG 532 Systems Approaches in Schools:* Candidates gain knowledge of systems theory and its application to the schools. Methods for collaborating with and coordinating the various systems available to support the attendance and safety of school children are learned. Knowledge about the dynamic interaction between groups of students, families, agencies, and schools that both enhance and inhibit their attendance and well being is learned. Particular attention is given to strategies for enhancing parental involvement. Learning activities include Readings, class discussions, films, systems analysis, research of referral sources, design of project using systems approach, and final examination.

EDCG 540 *Child Welfare and Attendance Seminar*: Important aspects of this course include knowledge about elements in effective Memorandums of Understanding. Candidates gain knowledge of resources available to children and their families, methods for partnering with these resources, and skills in referring families and monitoring pupil progress. Demonstration of skill includes activities involving research, role-playing in small groups, problem solving/management case studies, final examination, 150 hours of supervised field experience in attendance at a school site, written assignments, field logs, university supervisor's site observation critique, and site supervisor's summative evaluation of candidate competence. (Fifty of these hours can be completed during Field Studies I and II).

### **Supporting Documentation**

Appendix GS.31.1    Field Handbook  
Course Syllabi

EDCG 524  
EDCG 532  
EDCG 540

## **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.**

The program recognizes that in addition to skills in program development and service delivery, CWA candidates must possess an understanding of the school culture in which they work and the dynamic relationships between schools, families, and community agencies. Further, they must understand their role as advocate for pupils within the context of these various, sometimes competing, systems.

The primary courses that address this Standard include EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 532 *Systems Approaches in Schools*, EDCG 540 *Child Welfare and Attendance Seminar*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of the knowledge in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to School Culture and Related Systems**

*EDCG 529 Organization and Administration of Pupil Personnel Services:* In this course candidates gain understanding of the organizational culture and political structure of public schools and of their role as student advocate in the multidisciplinary team that provides services to pupils. They learn factors that promote a positive school climate and gain skill in interacting with these various systems to maximize the effectiveness of counseling and guidance programs that improve student attendance. Learning activities include readings, classroom discussion, guest speakers, role-playing dyads, a team development project and oral presentation, and final examination.

*EDCG 532 Systems Approaches in Schools:* Candidates gain knowledge of the school as an organizational system that functions within a larger cultural, political, and economic system and its dynamic relationship with diverse community and family systems. They learn about the characteristics of these various systems as well as skills for maximizing positive interactions in their role as advocate for students' welfare. Related learning activities include readings, classroom discussion and critical analysis, case studies, small group work, a systems research and analysis project and final examination.

*EDCG 540 Child Welfare and Attendance Seminar:* This is the primary course that addresses the roles and functions of child welfare and attendance advocates. Candidates gain knowledge in methods for implementing child welfare and attendance programs and services and understand the role of professional organizations and other systems in supporting the work of CWA. Demonstration of skill includes activities involving research, role-playing in small groups, problem solving case studies, 150 hours of supervised field work in attendance at a school site, written assignments, field logs, university supervisor's site observation critique, and site supervisor's summative evaluation of candidate competence.

**Supportive Documentation**

Appendix GS.31.1 Field Handbook

Course Syllabi

EDCG 532

EDCG 529

EDCG 540

### **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.**

The challenge for CWA counselors is to promote the academic career and personal development of a diverse population of students who, with their families, face a myriad of social and economic difficulties. These difficulties, in turn, lead to a multiplicity of causes for school attendance problems that counselors must understand and be able to accurately assess in order to assist in their remediation.

The CLU program is strongly committed to training prospective school counselors who will be knowledgeable about and skilled at effectively assessing those contributory causes. During their training, candidates will study theories and works of Bandura, Baumrind, Beck, Capuzzi, Glasser, McWirtter, Seligman, Slavin, and others as they learn about students at-risk for failing in school.

The primary courses that address this Standard are EDCG 525 *Interventions for Safe Schools and the Promotion of Student Resiliency*, EDCG 529 *Organization and Administration of Pupil Personnel Services*, EDCG 540 *Child Welfare and Attendance Seminar*. Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful acquisition of knowledge and skill in the factors relevant to this Standard. Specific courses and quality factors are described below.

#### **Coursework and Quality Factors Relating to Assessment and Evaluation of Barriers for Underachieving Learners**

*EDCG 525 Interventions for Safe Schools and the Promotion of Student Resiliency:* Candidates in this course gain knowledge of the cultural, psychological, and social issues that are often related to poor attendance and dropping out of school such as parenting skills and family difficulties, low self-esteem and depression, school violence, gangs and other community factors, and substance abuse. Candidates also gain knowledge and skill about strategies designed to prevent and remediate truancy, including methods used with parents and school staff, as well as through program development. Learning activities include readings, research, review of “best practices”, review and administration of resiliency scale, videotapes, development of a prevention/intervention project, team presentation and final examination.

EDCG 529 *Organization and Administration of Pupil Personnel Services*: In this course, candidates gain knowledge of a variety of comprehensive counseling and guidance programs and the roles of school staff, parents, agencies, and the Student Attendance and Review Board in the implementation of these programs. Learning activities include classroom discussions, readings, site observations, case study analysis, small group work, development of a comprehensive counseling and guidance program, and a final examination.

EDCG 540 *Child Welfare and Attendance Seminar*: Important aspects of this course include a study of the effect of the following factors upon school attendance and truancy: personal, cultural and environmental factors, and the importance of parenting skills. Candidates also gain knowledge about drop out prevention programs, their use, and the techniques to involve students and parents; knowledge of alternative school settings for at-risk youth; skills in conducting staff in-service training on issues related to CWA; methods for preventing and remediating community problems that are related to truancy; and skills in conducting culturally sensitive home visits and interventions when assessing and triaging pupils. Learning activities include research, readings, role-playing, problem solving through case study analysis, and written assignments. Candidate's knowledge and skill is extended and reinforced through carrying out 150 hours of supervised field work in attendance at a school site. Evidence of competence is obtained through in-class reflections, field logs, university supervisor's site observation critiques, and site supervisor's summative evaluation.

### **Supporting Documentation**

Appendix GS.31.1    Field Handbook  
Course Syllabi        EDCG 525  
                              EDCG 529  
                              EDCG 540

### **Standard 7 – Field Experience of Child Welfare And Attendance Supervisors**

**In addition to the requirements contained in Title 5, Section 80632., 8-632.2 (school counseling), 80632.3 (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 thirty (30) clock hours can be at the discretion of the university supervisor.**

The CLU Pupil Personnel Services Credential program is committed to ensuring that candidates engage in a comprehensive, meaningful field experience, with a broad variety of activities which embrace a range of grade levels with pupils who are culturally and ethnically diverse. Additionally, a fundamental philosophy underlying field practice is that candidates have mentors who not only model competent and ethical professionalism in their service to students but who also are able to establish a positive mentor relationship with their counselors-in-training. In implementing this philosophy, full-time as well as part-time faculty serve as university supervisors who hold seminars, make contacts with site supervisors, and make site observations. The instructors for our Child Welfare and Attendance Seminar hold or have held leadership positions in this field in our service area. Further, the program insists that all site supervisors are experienced holders of the PPS credential and are experienced in supervising field work candidates. Field work sites are arranged in consultation with candidates and site supervisors in order to provide appropriate direction for field experiences and to determine that candidates will be able to practice the required knowledge and skills in settings that are culturally and ethnically diverse.

The primary courses that address this Standard are EDCG 540 *Child Welfare and Attendance Seminar*, EDCG 533 and 534 *Field Studies in School Counseling I and II*. During their field practice in these three courses, candidates will complete, under supervision, a total of one hundred and fifty (150) hours that are devoted to attendance and the rights of minors, during which they will be expected to form meaningful and helpful relationships with clients and co-workers and to appropriately utilize the referral process. Their field practice will include demonstrations of knowledge and skill about parent and pupil rights in regard to education and attendance; the assessment of symptoms of poor school attendance and the improvement of attendance patterns; appropriate use of alternatives to regular school attendance; the interpretation of California and Federal child labor laws for the pupil's parents and employer's understanding and compliance; the interpretation of child custody laws to school personnel, pupils, parents and guardians; the ability to recognize a child abuse/neglect situation and report it through proper channels to the appropriate authorities.

Assignments and learning activities required by each syllabus and handbook indicate the way in which candidates are to demonstrate the successful practice of the knowledge and skills in the factors relevant to this Standard. Specific courses and quality factors are described below.

### **Coursework and Quality Factors Relating to Field Experience of Child Welfare and Attendance Supervisors**

EDCG 533 and 534 *Field Studies in School Counseling I and II*: Candidates in these courses attend seminars and are able to complete twenty-five (25) field hours per course (a total of 50 hours) in a culturally and ethnically diverse setting at either an elementary, middle or high school. Site supervisors must be qualified experienced holders of the PPS Credential who have been approved by the university and the site. During their field training, candidates will practice individual and group counseling with students who are having difficulties with school attendance; consult with school staff, parents, and agencies about truant students; meet with student study teams or Student Attendance and Review Boards; and develop strategies and/or programs designed to improve school attendance. Candidates will also demonstrate knowledge and skill in the areas of child labor law and child abuse reporting. Evidence of knowledge and skills is gained through reflections in class, written assignments, the university supervisor site observation critique, field logs, and site supervisor's summative evaluation.

EDCG 540 *Child Welfare and Attendance Seminar*: Candidates in this course are required to obtain one hundred (150) hours of attendance and child welfare field experience in a culturally and ethnically diverse setting at either an elementary, middle, or high school. Ninety (90) hours are to be conducted at the school site with direct student contact. Thirty (30) of hours may be conducted at settings, approved by the university supervisor, related to student welfare and attendance such as, law enforcement, social services, juvenile justice, mental health, and community organizations. Up to fifty (50) hours may be completed during EDCG 533 and 534 described below. Site supervisors must be qualified experienced holders of the PPS Credential who have been approved by the university and the district. During their field training, candidates practice individual and/or group counseling with students who are having difficulties with school attendance and consult with school staff, parents, and agencies about truant students. They additionally work with students to assure their rights and safety. As they carry out their field activities, candidates adhere to legal aspects and professional ethics. Evidence of knowledge and skills is gained through reflective in-class writings, written assignments, field logs, university supervisor's site observation critique, and site supervisor's summative evaluation of competence.

### **Supporting Documents**

Appendix GS.31.1    Field Handbook  
Course Syllabi  
                                  EDCG 540  
                                  EDCG 533  
                                  EDCG 534

## **Standard 8 – Determination of Candidate Competence**

**Prior to recommending candidates for a Child Welfare and Attendance 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 supervisor and one institutional supervisor.**

The Cal Lutheran Pupil Personnel Services Credential program with specialization in Child Welfare and Attendance ensures that candidates have fulfilled the standards for professional competence by providing a formative assessment of the candidate midway through the field work to identify candidates' strengths and weaknesses and to develop a plan to remediate inadequacies. Additionally, a summative systematic assessment is provided by at least one district site supervisor and one university supervisor of each candidate's performance that encompasses skills and knowledge necessary for professional competence and that is based on documented procedures and instruments that are clear, fair and effective.

The primary courses, which address this Standard are EDCG 540 *Child Welfare and Attendance Seminar*, EDCG 533 and EDCG 534 *Field Studies in School Counseling I and II*. In each of these courses, the district site supervisor completes a formative and summative assessment of the candidate's performance in the professional competencies identified in Standards 1 through 6.

The university supervisor also completes an assessment based on observations of the candidate in practice. The final grade for fieldwork in each course from the university supervisor is also based on clear guidelines. Assessment criteria and procedures are described in the Field Handbook

Based on a faculty review of each candidate's competence and performance, and a thorough document and transcript check by the Credential Analyst, the Program Director or Faculty Advisor recommends each candidate for the Pupil Personnel Services, Child Welfare and Attendance Specialization Credential. See Credential Application in Appendix GS.32.2.

### **Supporting Documentation**

Appendix GS.31.1	Field Handbook
Appendix GS.31.2	Field Experience Application
Appendix GS.31.3	Site Supervisor Agreement
Appendix GS.31.4	Site Observation Form
Appendix GS 31.5	Site Supervisor Formative Evaluation
Appendix GS 31.6	Site Supervisor Summative Evaluation
Appendix GS.32.2	Credential Application

### Course Syllabi

EDCG 540  
EDCG 533  
EDCG 534