



Program Review Submission for Pupil Personnel: Masters' of Education in School Counseling Program (RSOE PPSE)

Program Summary

Program Design

The conceptual model of the program explores relevant challenges affecting today's schools, focusing on the well-being of the whole child which is aligned with the Rossier School of Education's broader mission of achieving educational equity. The curriculum is informed by professional competencies and standards put forth by the American School Counselor Association's (ASCA) National Model for School Counseling; Council for the Accreditation of Counseling and Related Education Programs (CACREP); and by critical research in the fields of counselor education, sociology, philosophy, education, and counseling and community psychology. Students in the program will gain theoretical and hands-on knowledge needed to become a School Counselor through the lens of modern school counseling techniques. Our faculty, candidates, staff, and alumni engage in ongoing critical reflection, problem solving, and candid communication on behalf of K-12 students, families, and other stakeholders. The program will prepare students to:

- Provide academic and socioemotional counseling to students in K–12 settings.
- Support the whole child: socially, emotionally and academically.
- Coordinate school counseling goals to meet the needs of the students and organization.
- Employ decision-making and problem-solving for implementation and evaluation.
- Develop approaches to foster college access.

Well-being is a positive state of affairs in various domains of life, achieved by a good fit between what individuals need/can do and what the environment can provide. There are six domains of Well-being: Interpersonal, Communal, Occupational, Physical, Psychological, and Economical (ICOPPE) with a seventh domain of overall Well-being. There are 12 Essential Questions that we must ask ourselves to foster Well-being in our role as School Counselors:

- How can the role of the school counselor facilitate well-being?
- How can the role of the school counselor impact the presence of risk and protective factors associated with well-being?
- How can the role of the school counselor promote well-being, justice, and fairness on behalf of students and adult stakeholders (including self)?
- How can the role of the school counselor address the impact of implicit/explicit bias and privilege on student and adult stakeholder well-being?
- How can the role of the school counselor enhance well-being through restorative justice in schools with and without restorative justice programs?
- How can the role of the school counselor facilitate well-being regarding awareness and efforts to address the impact of trauma in schools?
- How can the role of the school counselor promote well-being through resilience and create trauma-informed schools?
- How can the role of the school counselor enhance well-being through college readiness?
- How can the role of the school counselor enhance well-being through career readiness?
- How can the role of the school counselor facilitate critical hope?
- How can the role of the school counselor map well-being for schools?
- What goals will you set for the role of the school counselor for promoting well-being in schools?

At the school level the Rossier School of Education Dean and the Associate Dean of Academic Programs oversee all decision-making related to resources, personnel and accountability with the Master's Program Office Chair. The Master's Program Office Chair works to lead the School Counseling Program with a Program Lead/Curriculum Coordinator who is a full-time Associate Professor of Teaching. Two other full-time School Counseling faculty participate in the decision-making process and meet regularly for Faculty Meetings to discuss content and process the program. The faculty also meet monthly for MPO Meetings to process program-level information. At the beginning of each semester, adjunct faculty are informed about program updates via "Faculty Quick Reference Guide." The School Counseling Program does not have a Governance Board, instead they are advised by a Program Advisory Board (PAB), who meets annually to collect and process input from community stakeholders. The members include faculty, site supervisors, community agents, and founding program members. Ongoing program review occurs as part of the Comprehensive Assessment Plan (CAP, see chart in Assessment of Candidates section) in the "Program Evaluation" phase which includes the faculty, MPO, and PAB meetings.

[Minutes of PAB Meeting](#)

Structure of coursework and field experiences

The RSOE Pupil Personnel, School Counseling Program is a national, online program made up of 49 units in 19 courses.

Location	Delivery Model	Pathway
National Locations, based at the US Rossier School of Education	Online	Traditional course and clinical

It is designed around three key focus areas: college and career readiness, restorative justice, and trauma informed practice. Students can choose two paths: Full time or part time students and can earn their degree in 2-3 years over a minimum of five semesters. *Spring and Fall* semester courses run for 15 weeks with 12 units during each semester. *Summer* courses run for 12 weeks with 12 units during the semester.

Each of the 19 courses meet for a minimum of one 50-minute session per unit per week. For a 3-unit (the typical), 15-week course, 37.5 hours is required. In addition, for each unit of in-class contact time, two hours of out of class work per week is required. Contact time is met by a combination of synchronous activities (live class meetings, live office hours, guided student discussion, mediated student work groups) and online asynchronous learning (faculty and invited expert video lectures and moderated discussion forum). The courses are taught based on the “flipped classroom design” which means that learning is enhanced when working actively as opposed to listening passively (as in a lecture). In order to make as much time as possible for active work in class, the program uses pre-recorded lectures. Students are expected to prepare for class by doing all the reading and watching all the videos before they come to class.

Each class convenes for at least 12 synchronous online sessions through our LMS platform and attendance is required at every session. In addition, students are required to complete 12 asynchronous units over the course of the academic term. The LMS is the primary learning management system for our courses. The LMS is where students access their before- and after-class session course content, including discussion boards and any other activities. The LMS is also where students upload their assignments and monitor their grades. The courses often rely on additional technologies, including Zoom, Google Chat, Poll Everywhere, Voice Thread, Popplet, Jing, etc.

For the Synchronous Participation component of courses, students are required to read *all* current assignments and complete all other exercises and projects required for each lesson BEFORE each class meeting where the lesson may be discussed and/or related material may be discussed. Students are reminded that they are an important part of the classroom experience, and are expected to contribute to discussions and to challenge one another. Although some lectures will be necessary, we are more interested in expanding student’s minds than in simply repeating the information found in their readings. As a part of this discussion, students are required to demonstrate high levels of preparedness for professional work with racially diverse populations.

For the Asynchronous Discussions component of courses, students are expected to engage in meaningful dialogue about topics related to each respective course. This may include their thoughts, ideas, or level of understanding of course concepts. Akin to Socratic seminar, the goal is to engage in a dialogue, instead of a debate, to seek understanding of multiple points of view and to use textual support when contributing. While hot topic issues are certain to arise, we remind students that it is important to develop listening skills, as well as, ways to thoughtfully express ideas. Students are required to complete discussions for each unit of a course. As a part of their assignments, they are required to reflect meaningfully on their racial identities, prior socialization, and feelings of preparedness for citizenship and professional work in a racially diverse democracy as appropriate to the discussions.

After two years of thoughtful development, PPSC Program began its first cohort in Summer 2018. As part of the “Program Evaluation” component of the Comprehensive Assessment Plan (CAP, see chart in

Assessment of Candidates section), meetings were held with MPO, Faculty, and PAB and no structural changes have occurred since that time. There is a *plan* for structural changes over the next two years to add, delete, and modify a few courses while still operating with 49 units in 19 courses. In general, these changes include adding a substance abuse course and family counseling course, and absorbing key sections of politics of difference/portfolio courses into existing courses. This is still in the planning phase.

Course of Study (Curriculum and Field Experience)

Field Experience courses, engage Candidates in a field experience that includes practicum and fieldwork. The field experience is designed to facilitate the application of theoretical concepts learned in coursework of school settings. The field experience also introduces the candidate to the major duties and responsibilities authorized by the school counseling pupil personnel services credential. The minimum hours at a site are:

- a. Practicum 8 Week Semester: 13 hours a week
- b. Practicum 16 Week Semester: 7 hours a week
- c. Fieldwork One 8 Week Semester: 38 hours a week
- d. Fieldwork One 16 Week Semester: 19 hours a week
- e. Fieldwork Two 16 Week Semester: 19 hours a week

Sequence of coursework: Below is the sequence of courses:

Term 1 (Fall)	Term 2 (Spring)	Term 3 (Summer)	Term 4 (Fall)	Term 5 (Spring)
508 Creating Communities of Interest (2 units)	502 Learning & Individual Differences (3 units)	552 Politics and Difference (3 units)	520 Counseling of College & Career Readiness (2 units)	600 Counseling for College & Career Readiness (2 units)
511 Introduction to School Counseling (3 units)	541 Theories of Counseling (3 units)	637 Group Counseling (3 units)	570 Research Methods (3 units)	618 School Counseling Portfolio (2 units)
500 The Counseling Process (3 units)	612 Human Development Theory in School Counseling (3 units)	608 School Climate Connectedness & Classroom Management (2 units)	638 Cross Cultural Counseling (3 units)	575 Counseling Fieldwork (2 units)
503 Legal & Ethical Issues in Counseling (3 units)	505 Counseling & Collaboration in the School Setting (3 units)	574 Counseling Practicum (2 units)	575 Counseling Fieldwork (2 units)	
11 Units	12 Units	10 Units	10 Units	6 Units

Coordination of coursework with field work: The Field Placement Team oversees the entire field experience and is led by staff member, Carolyn Kim. Prior to the beginning of field experience, students are approved for placement in collaboration with the School Counseling faculty, the Master's Program Office, and the Field Placement team.

Types of coursework in critical areas: Racial equity and inclusion are highly valued in the MSC program; therefore, each course has specific learning outcomes/objectives they must meet in regard to their preparedness to work with racially diverse populations. In addition to these objectives, each course references CTC's SCPE standards which are respectively linked to course assignments. These

assignments may require case study analysis, synthesis, application of and engagement with key concepts; and have candidates engage in discussions and reflection activities to expand their own perspectives and promote ongoing examination and evaluation. The readings for each course aim to focus on racially, culturally, and linguistically diverse populations, as well as a range of topics pertaining to race. Required readings authored by scholars of color are also a part of each course.

Number and type of field placements: The MSC program has 244 placements as of June 1, 2020. The placements are elementary, middle, and high schools among the public, private, charter, and community sectors.

[1.B MSC FE Placements](#)

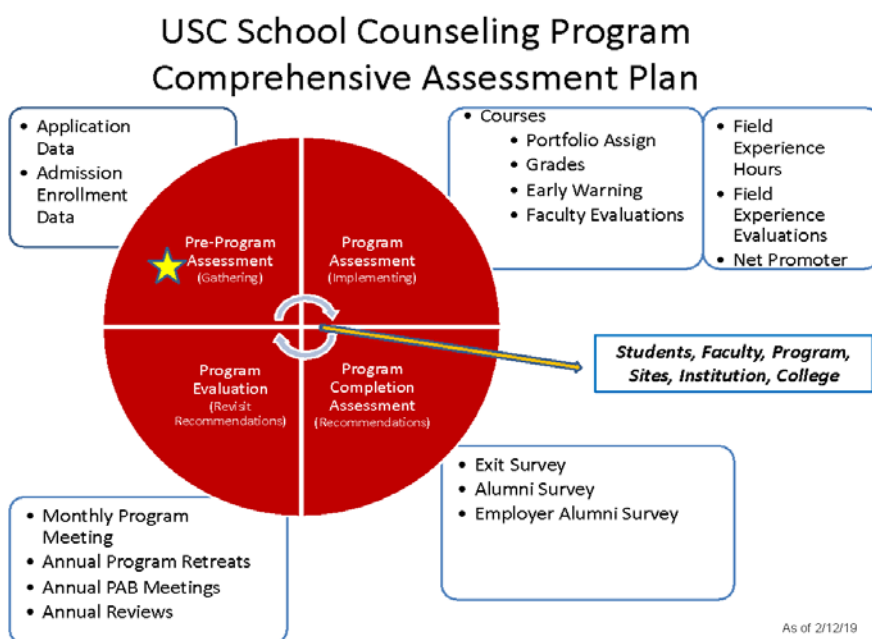
Connection of field experience with coursework: Specific CCTC's SCPE standards are *introduced* in specific coursework. These standards are then *practiced* in Practicum and Fieldwork 1, and finally, *assessed* in Fieldwork 2.

[1.C Connection of Coursework and Field Experience via Standards](#)

Field supervision, advisement, evaluation: frequency, type, from BOTH the program personnel and the district employed individual (master teacher) when required in a program: Field experience (FE) site placements are supervised by an approved site supervisor and a faculty supervisor who is teaching the FE course. The site supervisor completes an online evaluation at the end of each semester which in turn, is reviewed and approved by the faculty supervisor as part of the student's final course for that FE course.

Assessment of Candidates

How, when candidates are assessed for program competencies: The program follows a Comprehensive Assessment Plan (CAP) that includes an assessment of candidates particularly in the "Program Assessment" phase – see chart below.



Specifically, candidates are assessed:

- In each course
- Via key program assessments
- Prior to their field experience
- At the end of each of the three field experience courses.

For courses, a final course grade is computed from assignments listed in the syllabus of each course. There are also four key program assessment points (see below) in the program that are reviewed in the “Program Evaluation” phase from the above CAP for each student. The 1.D. file below is tabbed with all assignments per course, contains syllabi and competencies per course, and links each Key Assessment to its respective course.

[1.D MSC Courses and Assignments](#) (see tabs along the bottom of page)

KEY ASSESSMENT DESCRIPTION	DATA COLLECTED
<p><u>Key Assessment 1:</u> <i>EDCO 505 Counseling and Collaboration in the School Setting</i> Term Administered: Fall, Spring, Summer</p>	<p>1. Final Course Grade 2. Final Grade for Professional Development Collaboration Project Assignment</p>
<p><u>Key Assessment 2:</u> <i>EDUC 511 Introduction to School Counseling</i> Term Administered: Fall, Spring, Summer</p>	<p>1. Final Course Grade 2. Final Grade for School Counseling Program Case Study Assignment</p>
<p><u>Key Assessment 3:</u> <i>EDCO 574 Counseling Practicum</i> Term Administered: Fall, Spring, Summer</p>	<p>1. Final Course Grade 2. Final Grade for Case Presentation Assignment 3. Site Supervisor Evaluation of Student 4. Student Evaluation of Site</p>
<p><u>Key Assessment 4:</u> <i>EDCO 575 Counseling Fieldwork</i> Term Administered: Fall, Spring</p>	<p>1. Final Course Grade 2. Final Grade for Case Presentation Assignment 3. Site Supervisor Evaluation of Student 4. Student Evaluation of Site</p>

Prior to field experience, students are approved for placement in collaboration with the School Counseling faculty, the Master’s Program Office, and the Field Placement team. At the conclusion of each field experience course, site supervisors assess each student’s counseling development via an evaluation which in turn, is reviewed by the faculty site supervisor - see recent evaluation PDF below.

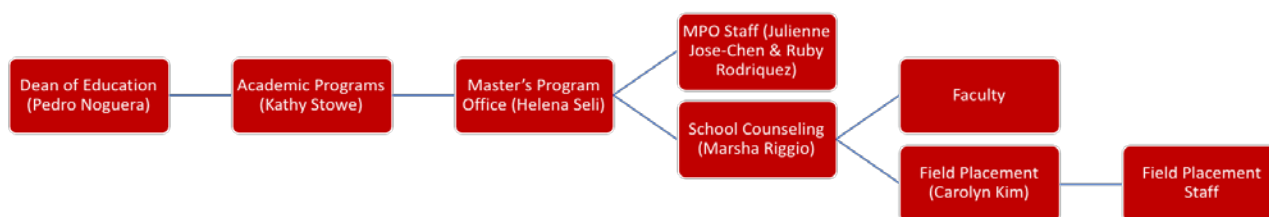
[1.E Site Supervisor Evaluation of Student](#) (view as a .pdf, don't open with GOOGLE DOCS)

What advice candidates receive about how they will be assessed in the program and informed of the results of those assessments: Students are advised on how they will be assessed/informed of assessment results at time of enrollment, at the beginning of each course, when offered a field experience placement, and at the beginning of each of the three field experience courses.

2. Organizational Structure

The link below provides an **organizational chart** showing how the school and program leadership is organized within the Rossier School of Education (slides 1-14) and Academic Programs and Student Services (slide 7). The Dean of the Rossier School of Education has the final responsibility for all decision-making. He is supported by an Executive Council with representatives from Finance, Research and Faculty Affairs, Faculty Council, Equity and Inclusion, Academic Programs and Communications.

Each of these areas has an organizational chain to define decision-making and governance. The Chain of Authority for Dean of Education to School Counseling/Field Experience is below:



[2.1 Organizational Chart/Graphic](#)

3. Faculty Qualifications

Currently 3 full time *Research, Teaching, Professional, Clinical Track* (RTPC) faculty are designated as Masters of School Counseling professors. In the Fall 2020 term the faculty also includes 17 Part Time or Adjunct professors.

“Full-time research-track, teaching-track, practitioner-track, or clinical-track faculty (RTPC) appointments are made in accordance with University policy and school-specific guidelines. All initial appointments of such faculty must be approved by the dean or Provost. Full-time RTPC faculty are treated equally with tenured and tenure-track faculty with respect to all fringe benefits as defined by the established faculty policies. Each school must have active participation by RTPC faculty members in faculty governance, including on faculty guidelines for those tracks. RTPC faculty are appointed to fixed-term contracts that must specify the starting and ending dates of the appointment. RTPC faculty can apply for promotion by meeting the [following criteria](#).

USC recognizes the importance of part-time faculty, who are essential and integral to maintaining the high standards of the School’s academic programs and fidelity to its mission. Therefore, the School sets forth in [a document guidelines for part-time faculty appointments, compensation, promotion and evaluation](#). Part-time faculty are appointed to a fix-term contract and are eligible to be elected or appointed to faculty governance bodies. Criteria for Adjunct Assistant Professor are:

Business Titles: Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor [figure 2]
Job Profile: 066012, 066014, 066016 (non-exempt)

Faculty Profile

Teaching 9 units maximum in a fiscal year (typically 1 three-unit course per academic term)	Service As needed
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Position Requirements

- Earned doctorate and experience in related field
- Primary employment is outside of the Rossier School. Provides specific professional experience to the Rossier School's academic and/or professional development programs
- <50% appointment – No vacation accrualment, no university benefits
- Term-by-term contract
- Eligible for performance and merit review
- Eligible for promotion review
- Part-time faculty hired under job codes **066012, 066014, or 066016** must hold a non-academic position outside of Rossier that provides a primary income and access to health benefits.
- May not hold a faculty or teaching position at another institution.
- Rossier School alumni are eligible for an appointment in this position.

Required Exhibits and links:

3.1 [RSOE Faculty Distribution Table](#)

3.2 [Annotated Faculty List with links to Faculty Vitae and Syllabi](#)

Faculty Name*	Degree (PhD, EdD, PsyD)	Status (FT RTPC or Adjunct)	Courses Teach**
Marsha Riggio	Ph.D.	FT RTPC	EDCO 575 Counseling Fieldwork I EDCO 575 Counseling Fieldwork II EDUC 508 Creating Communities of Interest EDCO 503 Legal and Ethical Issues in Counseling EDCO 541 Theories in Counseling EDUC 570 Research Methods and Data Analysis
Rufus Spann	Ph.D.	FT RTPC	EDCO 574 Counseling Practicum EDCO 575 Counseling Fieldwork I EDCO 575 Counseling Fieldwork II EDUC 608 School Climate Connectedness and Classroom Management EDPT 502 Learning and Individual Differences
Alan Green	Ph.D.	FT RTPC	EDUC 508 Creating Communities of Interest
Don Trahan	Ph.D.	Adjunct	EDUC 570 Research Methods and Data Analysis EDUC 638 Cross Cultural Counseling
Wanda Quezada	Ed.D.	Adjunct	EDUC 612 Human Development Theory EDUC 511 Introduction to School Counseling EDCO 503 Legal and Ethical Issues in Counseling EDUC 600 Counseling of College and Career Readiness II

			EDCO 575 Counseling Fieldwork I EDCO 575 Counseling Fieldwork II
John Duggan	Ed.D.	Adjunct	EDCO 503 Legal and Ethical Issues in Counseling EDUC 618 School Counseling Portfolio EDPT 502 Learning and Individual Differences
Felicia Pressley	Ph.D.	Adjunct	EDUC 637 Group Counseling EDCO 575 Counseling Fieldwork I EDCO 575 Counseling Fieldwork II
Eunice Humphrey	Ed.D.	Adjunct	EDCO 574 Counseling Practicum EDUC 508 Creating Communities of Interest EDCO 505 Counseling and Collaboration in the School Setting EDUC 618 School Counseling Portfolio
Taqueena Quintana	Ed.D.	Adjunct	EDCO 505 Counseling and Collaboration in the School Setting EDCO 541 Theories in Counseling EDUC 612 Human Development Theory EDUC 520 Counseling of College and Career Readiness I EDUC 637 Group Counseling
Courtney Conley	Ed.D.	Adjunct	EDUC 500 The Counseling Process EDCO 505 Counseling and Collaboration in the School Setting EDUC 511 Introduction to School Counseling
Ajita Robison	Ph.D.	Adjunct	EDHP 552 Politics of Difference
Rebecca Lundeen	Ed.D.	Adjunct	EDPT 502 Learning and Individual Differences
Melanie Brady	Ed.D.	Adjunct	EDUC 508 Creating Communities of Interest EDCO 541 Theories in Counseling
Narineh Makijan	Ed.D.	Adjunct	EDUC 520 Counseling of College and Career Readiness I EDCO 503 Legal and Ethical Issues in Counseling
Andrae Brown	Ph.D.	Adjunct	EDUC 500 The Counseling Process
Nicole Jackson	Ed.D.	Adjunct	EDUC 500 The Counseling Process EDUC 600 Counseling of College and Career Readiness II
Toni Chavez Brown	Ed.D.	Adjunct	EDPT 502 Learning and Individual Differences
Gregoire Francois	Ed.D.	Adjunct	EDUC 508 Creating Communities of Interest
Tamara Barron	Ed.D.	Adjunct	EDUC 520 Counseling of College and Career Readiness I EDUC 508 Creating Communities of Interest

Amy Yallik	Ed.D.	Adjunct	EDUC 511 Introduction to School Counseling
Sylvia Fumey	Ed.D.	Adjunct	EDCO 574 Counseling Practicum

3.3 [Published Adjunct Experience and Qualifications Requirements](#)

3.4 *Faculty Recruitment Documents*: Currently, the university has no openings as a result of a Covid19 related hiring freeze.

4. **Course Sequence**

The [course sequence](#) involves our curriculum, course titles and course descriptions. A sample course sequence can be found online and may differ depending on if a student starts in the Spring, Summer, or Fall semester and if they are taking courses as a full-time or part-time student.

The course sequence is based on our purpose and focus on well-being which is here:

The purpose of the online [Master of Education, School Counseling](#) program is to prepare highly skilled and proficient Professional School Counselors to facilitate K-12 social, emotional, and academic development in key areas including college and career readiness, restorative justice, and trauma informed practice.

5. **Course Matrix**

The MSC program denotes the candidates' opportunity to learn and master the competencies for the program. The matrix provides the required courses for the program and the candidate competencies. For each competency, it is noted when the candidate is introduced (I), practices (P), and is assessed for (A) the competency. Each notation links to the Assignments and Competencies/Syllabus for that course.

[5.A Course Matrix](#)

6. **Fieldwork and Clinical Practice**

Field experience includes practicum and fieldwork. Candidates must complete all 100 practicum hours prior to starting the 600 hours of fieldwork. Fieldwork hours are completed over two semesters and hours can be offset between these terms as agreed upon with the site and faculty supervisor. Students have to verify completion of field experience hours by submitting required documentation using an "Activity Log of Hours" that has the totals in the table below. In addition, over the entire field experience (practicum, fieldwork 1, and fieldwork 2) students are required to have the following counseling hours among two of three placement settings of elementary, middle, and high school:

- a. 150 hours of Counseling Students of Diverse Backgrounds
- b. 100 hours of social/emotional counseling
- c. 100 hours of college/career counseling
- d. 100 hours of academic counseling

Table of Hours

	Total Hours	Direct Hours	Indirect Hours	Supervision Hours
Practicum	100	40	45	15
Fieldwork 1	300	120	165	15
Fieldwork 2	300	120	165	15
Total	700	280	375	45

[6.A Activity Log of Hours](#)

[6.B Memorandum of Understanding](#)

[6.C Site Supervisor/Student Agreement](#)

[6.D Training Materials](#)

[6.E Appropriate Placement Documentation - Student Placement Sites](#)

[6.F Field Experience Manual](#)

[6.G Practicum Syllabus](#)

[6.H Fieldwork 1 Syllabus](#)

[6.I Fieldwork 2 Syllabus](#)

[6.J Site Supervisor Evaluation of Student](#)

[6.K Student Evaluation of Site](#)

7. Credential Recommendation

The SC program is officially recognized as a credentialing program that prepares students to be recommended for the [California Commission on Teacher Credentialing's](#) Pupil Personnel Services: School Counseling (PPS-SC) Credential. The PPS-SC Credential is required when applying to be a school counselor in California. In order to graduate, all SC online students must complete the [Basic Skills Requirement](#) and pass a CCTC Certificate of Clearance prior to starting field experience. Once students have completed the program, the "Recommendation for School Counseling Pupil Personnel Services Clear Credential (PPSC) Process" is sent to students, along with the School Counseling: PPS - SC Credential Recommendation Request Form. These are completed, verified, and confirmed by the SC Faculty, Master's Program Office, and the Credentialing Office.

[7.A Recommendation for School Counseling Pupil Personnel Services Clear Credential Process](#)

[7.B School Counseling: PPS - SC Credential Recommendation Request Form](#)

[7.C Credential Verification Checklist](#)