



Master of Science in Counseling
Psychology Course Syllabus

PSY 672-90-3 Internship B School Counseling

Term: Accelerated Spring 2026; 4/13/25- 6/15/26

Meeting Days: Monday (online)

Online: <https://meet.google.com/bxy-wxhk-wcj>

Class Meeting Hours: 5:30-9:20 pm

Credits: 3 **Section:** 90-3 **Term:** Spring 2026

Instructor Information



Instructor: Jaime Fong

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Phone: (808) 739-4802

Office Location: Virtual before or After Class

Office Hours: Available after class or by appointment or request.

Virtual Office: **Online:** <https://meet.google.com/bxy-wxhk-wcj>

Virtual Office Hours: Available after class or by appointment or request.

Communication

Questions for this course can be emailed to the instructor at jaime.fong@chaminade.edu
Online, in-person and phone conferences can be arranged. Response time will take place within 24 - 48 hours.

School & Department Information

Master of Science in Counseling

Phone: (808) 735 - 4711 main line or Graduate admissions Phone: (808) 739 - 8340

If you have questions regarding the Master of School Counseling program director or reach out to your instructor or the School of MSCP.

Course Description & Materials

University Course Description

This course serves to facilitate the advancement of professional knowledge and skills through participation in two school field assignments. Students will have the opportunity to participate in counseling and educational activities that incorporate counseling theories and research in an applied setting. Counseling skills and theories will be applied in the areas of individual and group counseling, case management, case analyses, and report writing, collaboration with other school faculty and staff members, developmental treatment planning, diagnoses, and guidance

instruction. The student will demonstrate his/her expertise in all the areas of service encountered by school counselors.

Course Overview

This course offers the student an opportunity to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. The internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between Internships A and B. Ideally, there would be an equal distribution for each term. However, given the environment and site needs, the requirement for Internship A should be a “reasonable” number of hours to be able to meet course and program requirements to proceed to Internship B, at which time the remainder of the 600 hours will be completed. In Internship A students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in both an elementary and a secondary school setting where they will counsel under the supervision of a licensed school counselor.

Prerequisite: PSY 671- Internship A

Course Approach

This course is designed to be interactive, full of dialog, and conversation. Every class will begin with an energizer to build relationships with the students and the instructor. While the course is theoretically based upon counseling skills and theories, scenarios will be presented for the students to analyze and critique. Opportunities will be given for students to discuss “real life” situations. The instructor believes that learning can occur most optimally when students are actively, cooperatively, and meaningfully engaged. Students are expected to attend class fully prepared and ready to learn.

In addition, this course is designed as a clinical, practice-based internship experience grounded in the American School Counselor Association (ASCA) National Model and aligned with the MSCP Handbook. Students will engage in data-informed, reflective, and applied counseling practices that support the development of professional competencies in school counseling.

The course is structured as a collaborative, supervision-based clinical learning environment that reflects professional school counseling practice. Class sessions will emphasize case consultation, collaborative problem-solving, and the application of data-informed practices within a multi-tiered system of supports (MTSS). Students will engage in guided work time to develop case studies, Student Success Plans (SSPs), Behavior Intervention Plans (BIPs), and related documentation, while participating in peer feedback and reflective dialogue. Ongoing support will be provided for the development of the ePortfolio and Capstone Project. Active participation, professional engagement, and a commitment to reflective practice are essential to student success and to the development of competent, ethical, and responsive school counselors.

ACA 2014 Code of Ethics

Section C: Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if

Additional Learning Materials

The instructor may make available to students relevant journal articles, and other materials, such as website eBooks, applications, software, etc. Full text citations of all required materials will be provided.

Canvas (<https://chaminade.instructure.com>)

Canvas is Chaminade University of Honolulu's official learning management system, designed to enhance teaching and learning. It's a versatile platform suitable for various instructional formats, including online (asynchronous/synchronous), hybrid, and traditional face-to-face classes.

Canvas empowers educators to create engaging learning experiences with its rich set of tools for content creation, assignments, assessments, and communication. Its user-friendly interface and mobile compatibility ensure accessibility and convenience, elevating the overall educational quality at Chaminade University. For easy access, you can bookmark the bitly link at <https://bit.ly/CUHCanvas> or type "bit.ly/CUHCanvas" in your browser's address bar to log in directly to CUH Canvas, streamlining your online learning experience.

Learning Outcomes

MSCP Program Learning Outcomes:

Upon completion of the M.S. in Counseling Psychology, students will be able to:

1. Students will identify School Counseling theories, principles, concepts, techniques, and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients in a School Counseling Context.
3. Students will identify the relationship between adaptation and change and the counseling process in a School Counseling context.

Course Learning Outcomes

By the end of this course, students will be able to:

1. Apply mental health counseling approaches to practice in an ethical and inclusive manner in PK-12 school settings. This is assessed by the Site Supervisor Evaluation. (PLO 2).
2. Implement instructional and counseling strategies as part of a comprehensive school counseling program. This is assessed by the Capstone Project assignment (PLO 2)
3. Formulate professional and field-appropriate documentation. This is assessed by the Site Supervisor Evaluation. (PLO 1).
4. Critically evaluate their progress through the active practice of reflexivity. This is assessed by the Weekly Journals assignment. (PLO 3).

Course Integration of Hawaii Counselor Standards

ASCA Standards for School Counselor Preparation Programs (ASCA CAEP SPA) Accepted by CAEP 2019

Learner and Learning

Standard 1. Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.

1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.

1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

Content

Standard 2. Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques and utilize relationship-building skills that are foundational to successful outcomes for students.

2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.

2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

Standard 3. Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social emotional development of all students.

3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

Instructional Practice

Standard 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve PreK attitudes, knowledge, and skills.

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

4.4 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

4.5 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

Professional Responsibility

Standard 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.

6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

Standard 7. Ethical Practice. Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

Hawaii General Learner Outcomes:

1. Self-directed Learner (The ability to be responsible for one's own learning.)
2. Community Contributor (The understanding that it is essential for human beings to work together.)
3. Complex Thinker (The ability to demonstrate critical thinking and problem solving.)
4. Quality Producer (The ability to recognize and produce quality performance and quality products.)
5. Effective Communicator (The ability to communicate effectively.)
6. Effective and Ethical User of Technology. (The ability to use a variety of technologies)

Course Requirements/ Activities

1. Fieldwork & Documentation- Time Logs

Students must give the instructor weekly a copy of their **Service Summary Log** for completing the 150 direct and 150 indirect service hours. **Appendix E**. Always keep a signed copy for yourself. Time logs will be reviewed but not accepted without Site-Supervisor's signature. A summary of the service logs, **appendix M**, will be turned in at the end of the term.

2. Weekly Journals

Students will submit weekly reflective journals (Appendix H) that demonstrate ongoing professional growth, reflexivity, and the integration of theory into practice within a comprehensive school counseling framework aligned with the American School Counselor Association (ASCA) National Model.

Journal entries should integrate insights from supervision and consultation, application of counseling skills and interventions, and reflection on personal and professional development, including strengths, challenges, and areas for growth. Reflections should also connect to ASCA standards, competencies, and data-informed practices, while

3. Instructor Evaluation – Professional Dispositions Competency Assessment- Revised (PDCA-R) replaces appendix L

Each student will receive a written evaluation from the Instructor to evaluate the student's professional and ethical issues in counseling in the context of the school setting. The student will also complete the PDCA-R as a self-reflection and turn it into the Instructor.

4. Case Study

Students will complete a comprehensive case studies that demonstrate the integration of assessment, intervention, and data-informed decision-making within a school counseling context. Each case study must include:

- School Counseling Initial Evaluation, including intake procedures, multiple data sources, and case conceptualization
- Student Success Plan (SSP) with clearly defined SMART goals aligned with student needs
- Behavior Intervention Plan (BIP) informed by behavioral data and observation
- Documentation of a minimum of three counseling sessions
- At least one classroom observation of the student in a school setting
- The classroom observation should be used to systematically gather data related to student behavior, engagement, and environmental factors within the classroom. This data must be incorporated into the Initial Evaluation and used to inform the development of the SSP and BIP, supporting data-informed decision-making aligned with a comprehensive school counseling program and multi-tiered systems of support (MTSS).
- Integration of two research-based scholarly sources relevant to the presenting concern
- Students may use the same student across assignments to demonstrate continuity of care; however, each case study must reflect new or updated data, analysis, and intervention planning. Prior work from Practicum or Internship A may not be reused.

5. Videotaped Counseling Sessions (2 Total)

Students will submit two videotaped counseling sessions that demonstrate the application of counseling skills and theoretical approaches in a school setting. Requirements include:

- Sessions may be individual counseling or small group (2-5)
- Completion of appropriate consent and confidentiality documentation (Appendix C)
- Submission of a self-analysis (Appendix F/ Google Forms) reflecting on counseling skills, strengths, and areas for growth
- Demonstration of developmentally appropriate, culturally responsive, and ethically grounded counseling practices

6. Capstone Project, all sections

The Capstone Project serves as the culminating demonstration of students' ability to design, implement, and evaluate a comprehensive school counseling program aligned with the American School Counselor Association (ASCA) National Model. Students will integrate data-informed decision-making, program development, and evidence-based interventions to address student needs across academic, career, and social/emotional domains.

All required sections must be completed in accordance with Appendix U of the Practicum/Internship Handbook. The final Capstone Project is due in Week 9; however, students are encouraged to submit earlier, and a progress check will occur during the term to support timely completion.

7. ePortfolio (Due Week 6)

Students will develop and submit an ePortfolio that demonstrates mastery of program competencies and alignment with professional school counseling standards. In accordance with requirements for Professional Certification in School Counseling from the Hawai‘i State Department of Education, the ePortfolio serves as both a process and a product—an organized collection of artifacts, documents, records of achievement, and reflective narratives developed over time.

The ePortfolio provides evidence of students’ growth across academic, career, and social/emotional domains within a comprehensive school counseling program. Artifacts should reflect data-informed, developmentally appropriate, and culturally responsive practices, and must align with program standards, the Hawai‘i Teacher Standards Board, and the American School Counselor Association (ASCA) National Model. Evidence included should represent specific, observable examples of student performance aligned with identified competencies.

The ePortfolio will also include required internship documentation as outlined in the Practicum/Internship Handbook and serves as a tool for reflection, self-evaluation, and professional presentation. Students are expected to organize their work to clearly demonstrate readiness for professional practice.

The ePortfolio must be developed in Google Slides and shared with the instructor, Internship Director, and Clinical Director, with all links accessible at submission. Personalization is highly recommended and encouraged, as the ePortfolio serves as a professional showcase of the student’s learning,

8. Internship B Folder/ Submitted during Individual Conference Week 9/10

- Mathematically correct and signed service logs (Appendix E).
- Mathematically correct and signed service log summary sheet (Appendix M).
- Supervisor's Evaluation of the School Counseling Candidate (Appendix K).
- School Counseling Candidate's Evaluation of Site Supervisor (Appendix J).
- School Counseling Candidate's Evaluation of Staff and Site Supervisor).
- PDCA-R
- Capstone Project- All links accessible
- ePortfolio- All links accessible

Assignments	Points
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Weekly Log Summaries <i>with Site Supervisor signature</i> - appendix E (CLO 1, 2)	<i>mandatory</i> 10 (signature + due date)
Weekly Journals – appendix H (CLO 4)	20
Case Study (CLO 1)	30
2 Videotaped Counseling Session (Individual) (CLO 1)	30 (15 points each)
ePortfolio- 7 standards; 2 examples only with links to the description of each artifact (Appendix R,S) (CLO 1, 2, 3)	30
Capstone Project/Guidance Program (completed) (CLO 2)	20
Site Supervisors Evaluation, Instructor Evaluation, Service Log Summary– appendices K, L, M (CLO 1, 3)	60
Internship B Folder- All Completed Time logs with Summary, Capstone Project, ePortfolio, Appendices (uploaded with links)	<i>(mandatory)</i>
Total Points	200

Grading (Points) Final grades are submitted to Self-Service:

A = 180-200

B = 160-179

C = 140-159 (not passing)

D or F = 0-139 (not passing)

Assignments are due by the due date after class day. Late assignments will be accepted up to 24 hours past due with instructor approval, however 5% will be deducted from the total amount of points for that assignment.

If the student does not get a passing recommendation from their Site Supervisor(s), specifically question 16 on appendix K, then the student will not pass the course. The student will not pass Internship B.

C is a failing grade, and the course will need to be retaken.

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena. The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating

data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior. The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from: Research Design And Counseling Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from: Research Method In Social Relations Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from: Methods In Behavioral Research Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quote was taken from: <http://allpsych.com/researchmethods/replication.html>

Course Policies

Canvas

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855. **Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student

Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

If you miss more than one class, you will be given a "C" and you must retake the class. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 35 hours in class; 20 hours researching and writing two case studies; 28 hours writing and implementing their Capstone Guidance program; 2 hours preparing and filming a video; 12 hours documenting their internship hours and writing their journals. There will be an additional 300 hours of work required beyond what is listed here as students fulfill their internship hours at their respective site(s). This additional work will average about 30 hours per week.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999
by Chaminade University of Honolulu, St. Mary’s University and University of

Dayton. **Each of these characteristics are integrated, to varying degrees, in this course.**

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Nā Hopena A'o (HĀ)Nā Hopena A'o (HĀ)

Nā Hopena A'o (HĀ) is a Department-wide framework to develop the skills, behaviors and dispositions that are reminiscent of Hawai'i's unique context, and to honor the qualities and values of the indigenous language and culture of Hawai'i.

Model Code of Ethics for Educators

The Model Code of Ethics for Educators (MCEE) was developed by the National Council for the Advancement of Educator Ethics (NCAEE), established in 2015 by the National Association of State Directors of Teacher Education and Certification (NASDTEC). This code was created to help educators and prospective educators understand how professional decision-making affects the safety and well-being of students, as well as the culture and mission of schools. The MCEE serves as a shared ethical guide for educators facing the complex challenges of P-12 education. It promotes principles of ethical best practices, mindfulness, self-reflection, and accountability, encouraging self-regulation within the profession.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#).

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ‘Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assignment Dates: Tentative Course Schedule (subject to change)

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	4/13	Review syllabus and requirements of the course- Getting Started with Intern B Relationship Building Video Presentation Sign-Ups Review Service Logs – appendix E Week 1 Journal Exercise: Review Professional Dispositions Competency Assessment- Revised (Classwork)
2	4/20	Supervision with Angela Mendiola Relationship Building: Weekly Check-Ins Internship Forms Due: Signed Time logs & Weekly Journal Exercise (Appendix E & H) Week 2 Journal Exercises: ASCA Standard 2.2: Identify a strength based strategy or intervention to support student grow Student Support Plans/ Behavior Intervention Plans
3	4/27	Relationship Building: Weekly Check-Ins Internship Forms Due: Signed Time logs & Weekly Journal Exercise (Appendix E & H) Week 3 Journal Exercises: ASCA Standard 3.3: How does your site use data to communicate with stakeholders, track student progress and assess student outcomes Case Study #1 Due/ Videotape Presentations Student Support Plans/ Behavior Intervention Plans (continue)
4	5/4	Relationship Building:Supervision with Angela Mendiola Internship Forms Due: Signed Time logs & Weekly Journal Exercise (Appendix E & H) Week 4 Journal Exercises: ASCA Standard 6.1: Describe MTSS at your school and your impact during Internship using this framework Videotape Presentations Review ASCA Rubric & Artifacts Standard 1-3 (Sharing)
5	5/11	Relationship Building: Weekly Check-Ins Internship Forms Due: Signed Time logs & Weekly Journal Exercise (Appendix E & H) Week 5 Journal Exercises: ASCA Standard 7.1: Discuss how your work as a school counselor contributes to a safe, respectful, and equitable school Videotape Presentations Review ASCA Rubric & Artifacts Standard 4 (Classwork)

6	5/18	Relationship Building: Supervision with Angela Mendiola Internship Forms Due: Signed Time logs & Weekly Journal Exercise (Appendix E & H) Week 6 Journal Case Study #2 Due/ Video Presentations
7	5/23	No Class: Happy Memorial Day
8	6/1	Relationship Building: Supervision with Angela Mendiola Internship Forms Due: Signed Time logs & Weekly Journal Exercise (Appendix E & H) Week 8 Journal Exit Portfolios Due & Capstone Project: Due Sharing of ePortfolios
9	6/8	Final Check In-: Individual Conferences Week 9 Journal Competed Internship B Folder with all paperwork due (Appendices E,H, I, J, K, L)
10	6/15	Individual Conferences Week 10 Journal Competed Internship B Folder with all paperwork due (Appendices E,H, I, J, K, L)

Video Presentations: Google Sheets Sign-up In Class

Week 2		
Week 3		
Week 4		
Week 5		