



School of Applied Psychology

Master of Science in Counseling Psychology (MSCP)

PSY 724-91-3

Advanced Counseling Techniques and Consultation in School Settings

Monday, Online

Class Meeting Hours: 5:30 – 9:20 pm

Credits: # 3 Section: 1 Term: Summer Accelerated

Instructor Information



Instructor: Jaime Fong, MSCP

Email: jaime.fong@chaminade.edu

Phone: (808) 739-4802

Office Location: Newell Hall, Saint Louis School

Office Hours: Available anytime by appointment or request

Communication

Email is the primary method of communication for this course. Students are encouraged to contact me with questions about course content, assignments, or concerns as they arise. I will make every effort to respond to emails within 24-48 hours during the work week (Monday–Friday). Emails received on weekends, holidays, or during university breaks may require additional response time.

Questions that benefit the entire class may be addressed during our next class meeting or through a Canvas announcement. Students are also encouraged to ask questions during class and to schedule an in-person or virtual meeting if additional support is needed. My goal is to be accessible and to support your success throughout the course.

School & Department Information

Master of Science in School 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

Catalog Course Description

PSY-724 - Advanced Counseling Techniques and Consultation in School Settings

(3) This course provides an in-depth and comprehensive exploration of the theoretical background and practical application of selected best-practice contemporary approaches to counseling and consultation in a school setting. Prerequisites: PSY-500, 501 and 636.

Course Approach

This course is designed to be highly interactive, engaging, and application focused. Learning will occur through a variety of instructional strategies, including discussions, case studies, demonstrations, role-plays, experiential activities, collaborative learning, and student presentations. Each class will begin with a brief community-building activity designed to foster connection, reflection, and professional collaboration.

While the textbook provides the theoretical foundation for the course, students will also engage with current research, professional resources, and authentic school counseling scenarios that connect course concepts to contemporary practice. Emphasis is placed on developing practical counseling and consultation skills that can be applied immediately in school settings.

Students are expected to arrive prepared by completing assigned readings and activities, actively participate in class discussions and experiential learning opportunities, and contribute to a respectful, collaborative learning environment. As future school counselors, students are encouraged to think critically, reflect on their professional growth, and integrate theory, research, and ethical practice throughout the course.

Required Materials

Brigman, G., Villares, E., Mullis, F., Webb, L., & White, J. (2022). School Counselor Consultation, Skills for Working Effectively with Parents, Teachers, and Other School Personnel, 2nd edition, Hoboken, NJ: John Wiley & Sons, Inc.

Additional Required Learning Materials

Instructor may include journal articles and other materials, such as websites, eBooks, applications, software, etc. Full text citations will be provided for materials offered. Minimal technology is required.

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

Professional Responsibility, Ethical Practice, and Counselor Wellness

Students are expected to conduct themselves in accordance with the ethical standards of the counseling profession and demonstrate the professional dispositions expected of future school counselors. Throughout this course, students will engage in reflective practice, maintain professional behavior, and uphold the ethical responsibilities outlined in the American

Counseling Association (ACA) Code of Ethics (2014) and the American School Counselor Association (ASCA) Ethical Standards for School Counselors (2022).

Consistent with ACA Code of Ethics, Section C: Professional Responsibility, counselors are encouraged to engage in ongoing self-care practices that support their emotional, physical, mental, and spiritual well-being. Self-awareness and wellness are essential components of ethical and effective counseling practice.

Students are also expected to monitor their own professional functioning and recognize when personal concerns may interfere with their ability to provide effective services. As outlined in ACA Standard C.2.g (Impairment), counselors have an ethical responsibility to seek assistance when personal concerns affect professional performance and to practice within their level of competence to protect the well-being of those they serve.

Professional conduct throughout this course will also be evaluated through the Professional Dispositions Competency Assessment–Revised (PDCA-R), which emphasizes professionalism, ethical decision-making, respect for diversity, collaboration, reflective practice, and professional growth.

Learning Outcomes

Program Learning Outcomes (PLOs)

MSCP PROGRAM LEARNING OUTCOMES

- PLO 1: Graduates will apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
- PLO 2: Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
- PLO 3: Graduates will apply culturally-sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.
- PLO 4: Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

Course Learning Outcomes (CLOs)

PSY 724 ADV. COUN. TECH & CONSULTATION IN SCHOOL SETTING

- Apply advanced counseling techniques to address the unique needs of students in a school setting. Assessment method: Case study assignments. (PLO 2, 4)

- Utilize a consultative approach to collaborate with school personnel, families, and community partners to address systemic issues impacting student mental health and well-being. Assessment method: Written assignments and role play. (PLO 3, 4)
- Critically evaluate the research on evidence-based counseling techniques and interventions for school-aged children and adolescents. Assessment method: Research paper. (PLO 2, 4)
- Evaluate the ethical and legal considerations related to counseling and consultation in a school setting, including informed consent, confidentiality, and mandatory reporting laws. Assessment method: Short-answer exam. (PLO 1, 4)
- Apply a strengths-based approach to counseling and consultation in a school setting, utilizing the multi-tiered system of support (MTSS) framework to identify and address the unique needs of students at different levels of intervention. Assessment method: Project paper and presentation. (PLO 2, 3, 4)

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.

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

4.4 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)

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. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course reflects the Marianist value of educating for service, justice, and peace by preparing school-based mental health professionals to advocate for equitable support systems that foster student well-being. Rooted in a family spirit, the course encourages collaboration with educators, families, and communities to address students' diverse academic and emotional needs. Students are also challenged to engage in reflective practice and adapt to change.

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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

Alignment Area	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	Educate for adaptation and change; Quality education	Educate in family spirit; Service, justice, and peace	Integral, quality education	Educate for adaptation and change; Integrity of creation	Service, justice, and peace; Adaptation and change
PLOs	PLO 2,4	PLO 3,4	PLO 2,4	PLO 1,4	PLO 2, 3,4
Native Hawaiian Values	Na'auao (integral, deep learning); Aina (learning from multiple sources)	'Ohana (family spirit); Aloha (wisdom through connection)	Na'auao	'Aina (responsible action through understanding)	Aloha; 'Aina
General Learner Outcomes	Complex Thinker; Quality Producer	Community Contributor; Effective Communicator	Self-directed Learner; Complex Thinker	Effective and Ethical User of Technology	Complex Thinker; Quality Producer

Course Activities

1. Weekly School Counseling Case Conference

Students are expected to complete the assigned chapter reading prior to class. During each class session, the instructor will present a school counseling case aligned with the week's topic. Working in collaborative teams, students will analyze the case through an assigned professional lens (e.g., student intervention, family consultation, teacher consultation, ethics/documentation, or MTSS) using concepts from the assigned chapter and current evidence-based practices.

Each team will prepare a 4 slide PowerPoint or Canva presentation and deliver a 3–5 minute report summarizing their recommendations.

Total points 80: (20 points × 4 Case Conferences)

Connection to Course Content- 3 points

Case Analysis & Professional Recommendations- 5 points

Team Collaboration & Presentation- 2 points

2. School Counselor Consultation Resource Toolkit

This assignment emphasizes the application of consultation skills through the creation of six age-specific resources that school counselors can use when collaborating with teachers, administrators, or families. Each resource will be developmentally tailored to a specific grade band and demonstrate the student's understanding of effective, culturally responsive consultation practices.

Each student will submit one consultation resource for the following grade bands:

1. Pre-K
2. Grades K–2

3. Grades 3–5
4. Grades 6–8
5. Grades 9–10
6. Grades 11–12

Students may choose from a variety of formats, such as:

- Family tip sheets, email templates, or handouts (e.g., using storybooks like *The Bucket Filler*)
- Teacher-facing strategy guides or consultation frameworks
- School transition tips (e.g., entering kindergarten, middle school, or high school)
- Organizational tools for students (e.g., planners, routines, digital study aids)
- Media usage guidance for families (e.g., screen time, social media safety)
- “What Does a School Counselor Do?” informational flyers
- “Meet the Counselor” flyers for back-to-school or open house
- Visual aids or mini-slide presentations for meetings with families or staff
- Short video demonstrations (2–3 minutes) modeling consultation conversations
- Any other approved format that meets consultation goals

Students are encouraged to draw from course content (e.g., *School Counselor Consultation Skills* by Greg Brigman), developmentally appropriate practices, and real-world school counseling scenario.

- o Submit a digital copy to a shared Google Drive folder

Total Points: 150 (6 submissions x 25 points each)

Organization & Clarity – 5 points

Connection to Course Content – 5 points

Practical Application/ Developmentally Appropriate– 15 points

Total – 25 points

3. HSCA Article

In lieu of a final exam, each student will submit a typewritten, double-spaced paper of no more than 500 words maximum that may be featured in the Hawaii School Counselor Association’s newsletter. This paper should identify current issues impacting students and explain how it is significant to the different types of counselors in the school system here in Hawaii. Evidence to support your paper should be demonstrated by research. All students will present their papers to the class during the 9th and 10th meeting sessions, and the completed paper will be turned into the instructor. Themes for this year’s ASCA State Newsletter 2026-27 are:

Issue	Deadlines & Delivery Dates	Theme
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September 2026	Content due 8/10 List due 8/25 Deliver 9/8	Prevention and Preparation <i>Feature articles from ASCA:</i> substance-using students, suicide prevention, emergency response, and supporting students after a crisis
November 2026	Content due 10/9 List due 10/26 Deliver 11/5	Career and College Across K–12 <i>Feature articles from ASCA:</i> elementary college and career interventions and culture, postsecondary exploration, and senior transition plans
January 2027	Content due 12/7 List due 12/18 Deliver 1/5	Tech and Data on Your Side <i>Feature articles from ASCA:</i> tech and social media tools that make a difference, new takes on data, and data-informed school counseling
March 2027	Content due 2/5 List due 2/19 Deliver 3/5	Recognizing Race <i>Feature articles from ASCA:</i> responding to racist language in schools, code-switching for connection, intersection of race and neurodivergence, and empowering Black boys
May 2027	Content due 4/12 List due 4/26 Deliver 5/5	Whole Student Support <i>Feature articles from ASCA:</i> student athletes, expressive arts in schools, tools for student stress and anxiety, and sensory inputs and regulation

Total points- 50

Organization & Clarity – 15 points

Backed up by Research – 15 points

Implications for Counselors – 20 points

Total – 50 points

4. Site Visit Paper

Each student will visit a school site and shadow a counselor for a minimum of 15 hours. Students will write no less than a two-page (or more) report sharing their observations, experience, and feelings of the site visit. Please keep a time log indicating the dates you visited, the times, and a brief description of the activity you were engaged in or observing. This report will be turned in to the instructor and shared with the class during the 9th and 10th meeting sessions.

Total points- 50

Completion of Site Visit & Time Log – 15 points
Reflection on Observations and Learning – 15 points
Connection to School Counseling Practice – 10 points
Organization & APA 7 Professional Writing – 10 points

5. MSCP Counselor ePortfolio

Each student will submit their school counselor portfolio with elements of their experience up until Psy 646. This portfolio will be submitted into the student's google drive file that connects to google classroom, prior to registering for the practicum course. Elements of the portfolio at this stage of preparation include:

- a) An audio/visual introduction – this is your opportunity to introduce yourself and explain why you want to be a professional school counselor.
- b) Resume
- c) Unofficial Chaminade University of Honolulu transcript
- d) Explanation of any incomplete grades or grades of C or lower
- e) Artifacts and descriptions – a minimum of one (1) artifact will be a sample of your academic content knowledge integrating what you learn in your MSCP classes with the School Counseling Performance Standards. This evidence will identify counseling theories, principles, concepts, techniques, and facts in school counseling. Each artifact will include 1) name of the artifact, 2) applicable performance standards, 3) description of the artifact, 4) purpose of the artifact, 5) what is the artifact providing evidence for, and 6) reflection.

Total points- 50

Completion of Required Portfolio Components – 20 points
Quality and Organization of Portfolio – 10 points
Artifact Selection & Connection to School Counseling Standards – 10 points
Professional Reflection and Presentation – 10 points

6. Workshop/Professional Development Presentation

Each student will prepare a 15 minute professional development presentation on a topic of their choice. Part of being a professional school counselor in the field involves providing faculty, staff, parents, and other interested stakeholders, with workshops and professional development opportunities to grow and better service students. Chaminade students may decide their topic and target populations.

Examples might include: professional development for elementary school teachers working with ADHD children in the classroom; professional development for high school teachers on how to work with students suffering from anxiety and/or depression; classroom management techniques for teachers; parenting workshops on how to deal with parenting issues like getting homework done; discipline; self-esteem, etc. You

must get permission from the professor on the topic of your choice, prior to presenting your workshop.

Total points- 70

Organization & Professional Quality – 15 points

Connection to Research and Best Practices – 20 points

Practical Application for the Target Audience – 20 points

Presentation & Audience Engagement – 15 points

Assignments	Points	CLO
Weekly School Counseling Case Conference	80 points (4 x 20)	1,2,3,4,5
Resource Consultation Toolkit	150 points (6 x 25)	1,2,3,4,5
HSCA Article	50 points	2,3,4,5
Site Visit with Paper	50 points	1,2,4,5
Counselor ePortfolio	50 points	1,2,3,4,5
Workshop Presentation	70 points	1,2,3,4,5
Total Possible Points	450	

Grading

A = 405-450

B = 360-404

C = not passing range.

In part, engaging in the process of counseling is dependent upon understanding and applying the scientific method and evidence-based research.

Course Policies

Attendance

Due to the accelerated nature of this course, attendance is required for all class sessions. Active participation is essential for developing consultation skills and engaging in in-class role plays and discussions. Students who miss more than one class will receive no higher than a letter grade of “C” for the course, regardless of performance on assignments. If an absence is unavoidable, students are responsible for reviewing all materials and coordinating with the instructor in advance.

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

Late Work and Professional Responsibility

Assignments are due on the dates indicated in the course schedule. Because this is an accelerated graduate course, timely completion of assignments is expected as part of professional responsibility. Assignments submitted up to one week after the due date may be accepted with a deduction of up to 10% of the total points. Work submitted beyond one week may not be accepted without prior instructor approval. Extensions may be granted for documented emergencies when communication is initiated as soon as possible.

Professionalism is an essential component of the counseling profession and will be evaluated throughout the course using the Professional Dispositions Competency Assessment–Revised (PDCA-R). Students are expected to demonstrate responsibility, dependability, ethical conduct, respectful communication, and active participation in all course activities. Timely communication, preparation for class, collaboration with peers, and meeting professional expectations are important indicators of counselor readiness.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Time Allotment

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, practice, 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; 15 hours at a school site; 5 hours writing a site visit paper; 30 hours researching, writing, and presenting a professional development workshop and chapter conferences from the text; 10 hours researching and writing HSCA article; and 10 hours preparing the counselor ePortfolio. There will be an additional 20 of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 2 hours a week.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/.
File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua ‘Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at

<https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation

of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the

initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

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.

Assignments & Due Dates :

Tentative Course Schedule (subject to change)

<u>Date</u>	<u>Topic</u>
Week 1: 7/13	Welcome & Introductions Orientation & Overview of Course Review of Syllabus & Course Requirements Sign up for Workshop Presentations
Week 2: 7/20	Asynchronous Class- Pre K Foundations Weekly School Counseling Case Conference 1 Read-a-loud (post video online in Canvas) PreK- Presenter: Counselors in a PreK Setting (Watch Video)
Week 3: 7/27	Relationship Building School Counseling Case Conference 2 School Counselor PDCA-R Review Due: Toolkit Consultation Resource- PreK
Week 4: 8/3	Relationship Building School Counseling Case Conference 3 Workshop Presentations School Counselor ePortfolio Review Due: Toolkit Consultation Resource- K-2
Week 5: 8/10	Relationship Building School Counseling Case Conference 4 Workshop Presentations Due: Toolkit Consultation Resource- 3-5
Week 6: 8/17	Relationship Building Child Safety- Video Presentation Workshop Presentations Due: Toolkit Consultation Resource- 6-8
Week 7: 8/24	Relationship Building HMTSS- Video Presentation Workshop Presentations Due: Toolkit Consultation Resource- 9-10
Week 8: 8/31	Relationship Building Workshop Presentations

Due: Toolkit Consultation Resource- 11-12

Week 9: 9/7
No Class
Labor Day

HSCA Paper Due
Site Visit Paper Due

Week 10: 9/14

Site Visit-Share
HSCA Paper- Share
Counselor ePortfolio Due