



ROSEMONT COLLEGE  
1400 MONTGOMERY AVENUE  
ROSEMONT, PA 19010

<b>Course Title:</b>	<b>Counseling English Speakers of Other Languages (ESOL)</b>
Course Number:	CNS-6220
Course Date:	Fall 2020
Course Meeting Times:	Mondays, 5:30 P.M. – 7:30 P.M.
Course Location:	Lawrence Hall – Room 305
Course Designation:	Level II Course (Required for the School Counseling Program / Level II Elective for the Clinical Mental Health Counseling Program)
Semester Hours:	3
Prerequisites:	Level I Courses
Limitation on Enrollment:	18

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<b>Office Hours:</b>	T (3:00 P.M. – 5:00 P.M.)

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**Course Description:** This course is designed to provide an understanding of the specific academic, behavioral and emotional challenges a student may experience in acquiring English as a Second Language. Areas of emphasis will focus on counseling strategies, interventions and techniques most appropriate for guiding and supporting the English as a Second Language (ESL)

population. Academic readiness, closing the achievement gap and culturally sensitive and diverse strategies are covered.

**Rosemont Mission Statement:** Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values trust in and reverence for the dignity of each person, diversity with a commitment to building an intercultural community, persistence and courage in promoting justice with compassion, and care for the Earth as our common home.

**Professional Performance Evaluation:** Rosemont College has identified five professional dispositions that relate to the goals of the Graduate Counseling program. Faculty members will evaluate each student on their professional dispositions during each course at the conclusion of the semester using the Professional Performance Evaluation Form.

1. **Flexibility/Openness:** Open willingness to different perspectives; Flexible to new demands, the environment, and accept necessary changes; Search for peer opinions, accept constructive feedback, and incorporate feedback from peers
2. **Collaboration:** Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism; Reach consensus, initiate compromise, and show concern for group goals; Invite feedback, incorporate supervisory feedback, and give feedback
3. **Awareness:** Awareness of own impact on others; Ability to deal with conflict; ability to express feelings effectively and appropriately; Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.
4. **Initiative and Motivation:** Met or exceed all of the class requirements, showed creativity; Adhere to school and SPGS policies; Proficient graduate level oral and written skills
5. **Responsibility:** Maintain professional boundaries, sensitive to diversity, safeguard confidentiality, Dedication to Counseling Profession; Attend and adhere to Ethical Standards

This syllabus is provided to you as a means of conveying what you should expect from this course. It outlines the responsibilities of the instructor in conducting the class – the course content, planned scheduled of classes and assignments, grade components, and method(s) of grading. It also outlines your responsibilities as a part of this class. By remaining in this class, you indicate your acceptance of your responsibilities as a student and agree to the terms specified

in the syllabus.

**Note:** The instructor reserves the right to adjust the course schedule and content during the semester in order to accurately reflect the progress being made by the class. This may result in modifications to assignment and exam due dates and/or course content.

## **I. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- A. Demonstrate effective counseling skills with an emphasis on understanding and promoting the social and emotional development and academic achievement of ESOL students
- B. Recognize and appreciate the cultural differences and unique instructional needs of ESOL students to highlight elements of resiliency and assist these students in reaching their academic potential
- C. Employ assessment and evaluation techniques to support ESOL students and affect positive change in the delivery of counseling services to ESOL students
- D. Integrate postsecondary and career development strategies through individual counseling and group counseling while including family members and significant community members in the postsecondary planning process
- E. Guide ESOL students through the various aspects of identity development by considering familial and cultural differences, value systems, and expectations to protect against maladaptive behaviors
- F. Incorporate ethical and legal guidelines when providing counseling services to ESOL students to ensure best practices and effectively build the therapeutic alliance

## **II. Course Content**

- A. Introduction
  - a. Syllabus and assignment overviews
  - b. Historical context for working with ESOL students
  - c. Political context for working with ESOL students
- B. The Achievement Gap
  - a. The power of School Counselors
  - b. Achievement gap defined
  - c. What do we already know about closing the gap?
- C. School Counseling and Social Justice

- a. Serving diverse groups
- b. Key functions of a school counselor based on a social justice approach
- D. Counseling and Intervention Planning
  - a. Critical factors affecting the counseling relationship
  - b. Culturally appropriate counseling interventions
  - c. Assessing school counselor's multicultural counseling competency
- E. Consultation
  - a. Consultation strategies
  - b. Questioning domains
  - c. Assessing school culture
- F. Connecting Schools, Families and Communities
  - a. Avoiding blame
  - b. Five principles of Effective SFC Partnership
  - c. Barriers to school-family collaboration
- G. Data Collection and Use
  - a. Accountability
  - b. Using data to uncover inequities
  - c. School Counseling program evaluation
  - d. Developing program assessment tools
- H. Challenging bias
  - a. Social justice education in schools
  - b. Specific guidelines for challenging bias
- I. Student Support Services Coordination
  - a. Collaborating with community and social services organizations
  - b. Implementing best practices for scheduling
  - c. Tutoring services
  - d. IEP committees
  - e. Gifted and talented committees
- J. Developing a Social Justice-Focused School Counseling Program
  - a. Assessing beliefs
  - b. Assessing skills
  - c. Assessing student needs

### **III. Methods of Instruction**

- A. Lecture and Discussion

- B. Group Processing
- C. Assigned Readings
- D. Case Studies

#### IV. **Methods of Assessment**

Assessment	Points
A. Ethical Guidelines Response (10)	1 X 10 = 10-Points
B. Case Study Presentation	25-Points
C. Counseling Strategies Portfolio	25-Points
D. Final Examination	40-Points
<b>Total</b>	<b>100-Points</b>

- A. **Ethical Guidelines Response:** From Weeks 2-11 students will take a portion of class time to focus on a specific ethical standard as articulated within the guidelines of the American School Counselor Association (ASCA). Students will use knowledge from course readings and classroom discussions to produce an ethical response or approach that would serve the needs of the ESOL student. Responses will be submitted to the instructor and a brief discussion will ensue to compare and contrast student response..  
**Total Points:** 10 X 1 = 10-Points  
**Student Learning Outcomes:** A - F
- B. **Case Study Presentation:** Students will work in groups to analyze and respond to a case study scenario and topic that is assigned. Topics assigned will include postsecondary planning, academic performance, social-emotional difficulties, and familial difficulties. Students will need to consider ethical guidelines as well as appropriate and effective strategies based on the given scenario. Students will communicate their response in the form of a presentation to the class. The presentation should include the following:
- (1.) Key aspects of the case study
  - (2.) Ethical standards considered regarding the case study
  - (3.) Evidenced-based counseling approaches and strategies in response to the student issue

(4.) Description of the intervention and goals for the student, including objectives to achieve the goals

(5.) Advocacy at the community level, considering political climate

(6.) Reference articles in APA Formatting

**Total Points:** 25-Points

**Student Learning Outcomes:** A - F

- C. **Counseling Strategies Portfolio:** This assignment is intended to develop a portfolio of 5 counseling strategies that could be utilized with the ESOL population. Each of your strategies should be reviewed and summarized according to student need, i.e. social, emotional, or academic and presented in the form of a short portfolio. For each of your strategies, students should provide research evidence documenting the strategy in the form of scholarly articles as well as a face sheet that summarizes each strategy and describes its purpose.

When developing your strategies, please consider the following:

- Are your strategies culturally sensitive?
- How are your strategies culturally sensitive?
- Is there research to support their use with students of varying backgrounds?
- What specific skills would a counselor employ to effectively deliver these strategies?
- Are your strategies ethically responsible?
- Are there community resources that could support these strategies?

**Total Points:** 25-Points

**Student Learning Outcomes:** A, B, E, F

- D. **Final Examination:** The final examination will be cumulative and will cover the major content areas reviewed over the course of the semester. Time will be dedicated prior to your final examination to assist in student preparation.

**Total Points:** 40-Points

**Students Learning Outcomes:** A- F

## V. Final Grade Scale

Please see the SGPS Academic Catalog or Graduate Counseling Student Handbook for additional information about course grades and academic integrity:

[SGPS Academic Catalog](#)

[Graduate Counseling Student Handbook](#)

A	100 – 93
A-	90 – 92
B+	87 – 89
B	83 – 86
*B-	80 – 82
*C+	77 – 79
*C	73 – 76
*C-	70 – 72
*F	70 and Below

Students are responsible for understanding and will be held accountable for the information on the following topics that can be found within the Academic Catalog.

**Attendance Policy:** Timely, consistent attendance in class has been shown to have a direct correlation to student performance. Missing classes causes students to fall behind in the course material. The policy for this class is that undocumented absences and tardy attendance are unacceptable. Absences are permitted only in cases of illness or other legitimate causes (family emergency, death in the family, etc.). In cases of a documented absence from a class, the student will have both the opportunity and responsibility to make up all class work missed.

Students are allowed documented absences equivalent to one week of classes for any course in which they are enrolled. This course meets for 13-class sessions. Therefore, you will only be permitted to miss 1-class session over the semester without absences impacting your final grade. Absences are counted from the first day of class.

Entering the class late or leaving the room during class interrupts the classwork in progress and is disruptive to the learning process for students who are trying to learn. Serious tardiness or leaving class sessions frequently may impact your final grade for the course.

**Academic Integrity:** Academic integrity is important to the intellectual climate at Rosemont College. Violations of academic integrity cannot be tolerated and may result in the student's failure in a course and/or suspension or expulsion from Rosemont College. Academic dishonesty includes but is not limited to: plagiarism; fabrication of data, information, or citations; multiple submissions of the same work in different courses; and cheating on exams or assignments. Cheating of any kind WILL result in a zero on the work in question and a letter grade reduction in the course grade after the student's grade is calculated using the zero on the work in

question. At the instructor's discretion, it may also result in failing the course and/or reporting of the incident to the administration for further action.

**Class Assignments:** Assignments that are not completed by the stated deadline will not be accepted. The submission of assignments that are late due to legitimate medical reasons or other extraordinary circumstances will be considered. Such circumstances must be supported by written documentation from an acceptable third party.

**Communications:** Changes in schedules, assignments, guidance, etc. will be communicated only to your Rosemont e-mail address. E-mail is the preferred way to communicate with the instructor and must be sent to the e-mail address listed on the front of this syllabus.

**Disability Statement:** If you have been approved for accommodations under ADA/504, please speak with the professor outside of class so that it is certain that all accommodations are provided promptly and completely. If you have not yet been approved for accommodations under ADA/504, but believe you might be entitled to them, please contact the Dean of Students in the Student Life Office at extension 2400 immediately. It would also be wise to speak with your professor, since temporary arrangements may be made under certain circumstances.

**Student Concerns:** Students who have any course-related concerns should talk directly with their faculty member prior to the next class meeting. If a mutually acceptable resolution cannot be achieved, the student is advised to follow the procedures outlined in the appropriate Student Handbook.

**Cell Phone Use:** In order to be able to receive campus-wide safety or weather alerts, cell phones may be left on vibrate only during class. Absent prior permission from the instructor, students may not acknowledge other messages or phone calls nor may they ever send or receive text messages during class. Please keep your phone hidden from the class and on vibrate only. Cell phones should not be used for Internet purposes unless related to class assignments and instruction.

**Use of Laptops or Other Electronic Devices:** The use of personal laptops and other electronic devices during class sessions is strongly encouraged for the purposes of researching course material and engaging in classroom discussion. Students should not use their personal laptops for any other purposes during any class session. Failure to abide by this policy may impact your final grade.

The use of personal cell phones during class session is strongly discouraged. If you experience an emergency situation please communicate the potential to receive a phone call during the class session at the start of class. You will be permitted to step outside the classroom to receive your call. Please do your best not to disturb the learning process in the classroom.

**Recording Lectures:** Neither video nor audio recording may be made of any lecture in this course without the express consent of the instructor.

**Inclement Weather:** The Rosemont “snow number” is Montgomery County 342. Announcements of closings are also posted on the website and placed on the main college number, 610-527-0200. Students are encouraged to register their cell phone or email address to e2Campus on the iWay for cancellation notices.

**Course Website:** Information for this course, including, but not limited to, an electronic copy of this syllabus, is available through the course website located in the Rosemont College online learning portal (Canvas) located at <https://rosemont.instructure.com/login/canvas>. See your instructor if you have questions about accessing the course website.

**Submitting Papers Electronically:** Writing assignments for this course are to be submitted electronically via the course website.

**Rosemont College 2018-2019 Graduate Academic Calendar:**

[https://rosemont.edu/\\_resources/site-pdfs/registrar/2018-2019\\_sgps\\_academic\\_calendar.pdf](https://rosemont.edu/_resources/site-pdfs/registrar/2018-2019_sgps_academic_calendar.pdf)

**VI. Required Textbook and Equipment**

de Oliveira, L. C., & Wachter Morris, C. (2015). *Preparing school counselors for English Language Learners*. Alexandria, VA: TESOL Press.

Holcomb-McCoy, Cheryl. (2007). *School counseling to close the achievement gap*. Thousand Oaks, California: Corwin Press.

Johnson, L. V., Ziomek-Daigle, J., Hill Haskins, N., & Paisley, P. O. (2018). An investigation of school counselor self-efficacy with English Language Learners. *Professional School Counseling* 20(1), 44-53. doi:10.5330/1096-2409-20.1.44.

**VII. Tentative Course Schedule**

Date	Topics/Activities	Assignments Due
Week 1: 09/10/2018	Course Orientation Multicultural Exercise	De Oliveir & Morris.: Chapter 1
Week 2: 09/17/2018	Knowledge of Multicultural School Counseling Knowledge of English Language Learners and Second Language Development	De Oliveir & Morris : Chapters 2 & 3 <b>Ethical Guidelines Response (1)</b>

Week 3: 09/24/2018	Knowledge of Roles and Responsibilities Final Application and Conclusion	De Oliveir & Morris: Chapter 4 & 5 <b>Ethical Guidelines Response (2)</b>
Week 4: 10/01/2018	School Counselor Self-Efficacy with English Language Learners	Johnson et al. (2018) Article <b>Ethical Guidelines Response (3)</b>
Week 5: 10/08/2018	The Achievement Gap	Holcomb-McCoy: Chapter 1 <b>Ethical Guidelines Response (4)</b>
Week 6: 10/15/2018	Counseling and Intervention Planning	Holcomb-McCoy: Chapter 3 <b>Ethical Guidelines Response (5)</b>
Week 7: 10/22/2018	Consultation	Holcomb-McCoy: Chapter 4 <b>Ethical Guidelines Response (6)</b> <b>Counseling Strategies Portfolio</b>
Week 8: 10/29/2018	Connecting School, Families, and Communities	Holcomb-McCoy: Chapter 5 <b>Ethical Guidelines Response (7)</b>
Week 9: 11/05/2018	School Counseling within the Context of Social Justice	Holcomb-McCoy: Chapter 2 <b>Ethical Guidelines Response (8)</b> <b>Case Study Presentations</b>
Week 10: 11/12/2018	Collecting and Using Data	Holcomb-McCoy: Chapter 6 <b>Ethical Guidelines Response (9)</b> <b>Case Study Presentations</b>
Week 11: 11/19/2018	Challenging Bias	Holcomb-McCoy: Chapter 7 <b>Ethical Guidelines Response (10)</b>
Week 12: 11/26/2018	Coordinating Student Services and Support	Holcomb-McCoy: Chapter 8
Week 13: 12/03/2018	Developing a Social-Justice-Focused School Counseling Program	Holcomb-McCoy: Chapter 9 <b>Final Examination</b>

### VIII. Bibliography

- Baca, L. M. & Koss-Chioino, J. D. (1997) Development of a culturally responsive group counseling model for Mexican American adolescents. *Journal of Multicultural Counseling and Development, 25*, 130-141.
- Bemak, K (2000). Transforming the role of the counselor to provide leadership in educational reform through collaboration. *Professional School Counseling, 3*, 323-331.
- Giles, H. C. (2005) Three narratives of parent-educator relationships: Towards counselor repertoires for bridging the urban parent-school divide. *Professional School Counseling, 8*, 228-235.
- Haskins, R., & Rouse, C. (2005). Closing achievement gaps *The future of children*. Princeton, NJ: Princeton/Brookings.
- Holcomb-McCoy, C. (2004). Assessing the multicultural competence of school counselors: A checklist, *Professional School Counseling, 7*, 178-182.
- Inniss, J. (1977). Counseling the culturally disrupted child. *Elementary School Guidance and Counseling, 11*(3), 22-235. Retrieved from <http://www.jstor.org.rosemont.ism.oclc.stable/42868514>.
- Liu, W. M., Ali, S. R. (2005). Addressing social class and classism in vocational theory and practice. *The Counseling Psychologist, 33*, 189-196.
- Shi, Q., & Steen, S. (2012). Using the Achieving Success Everyday (ASE) group model to promote self-esteem and academic achievement for English as a Second Language (ESL) students. *Professional School Counseling, 16*(1), 63-70. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/profschocoun.16.1.63>.
- Slavin, R. (2002). Evidence-based education policies: Transforming educational practice and research. *Educational Researcher, 31*(7), 15-21.
- Smith-Adcock, S., Daniels, M., Lee, S., Villalba, J., & Indelicate, N. (2006). Culturally responsive school counseling for Hispanic/Latino students and families: The need for bilingual school counselors. *Professional School Counseling, 10*(1), 92-101. Retrieved from <http://jstor.org.rosemont.ism.oclc.org/stable/42732507>.
- Stone, C. B., & Dahir, C. A. (2004). *School counselor accountability: A measure of student success*. New York City, NY: Prentice Hall.

U.S. Department of Education. (2006). *NCES, parent and family involvement in education survey, 2002-2003*. Washington, DC: Author

Wong, Y. J. (2006) Strength-centered therapy: A social constructionist, virtues-based psychotherapy. *Psychotherapy: Theory, Research, Practice and Training, 43*, 133-146.

Zayas, L. H. (2001). Incorporating struggles with racism and ethnic identity in therapy with adolescents. *Clinical Social Work Journal, 29*, 361-373.

#### IX. CACREP Standards Assessment Crosswalk

CACREP Standard (Main Content)	Assessment	Student Learning Outcome
The role and process of the professional counselor advocating on behalf of the profession ( <b>1d. Professional Counseling Orientation and Ethical Practice</b> )	Case Study Presentation, Final Examination	(C) (D) (F)
Advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients ( <b>1e. Professional Counseling Orientation and Ethical Practice</b> )	Case Study Presentation, Final Examination	(A) (B) (C) (D) (E) (F)
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling ( <b>1i. Professional Counseling Orientation and Ethical Practice</b> )	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	(F)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally ( <b>2a. Social and Cultural Diversity</b> )	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	(B) (D) (E)
Theories and models of multicultural counseling, cultural identity development and social justice and advocacy ( <b>2b. Social and Cultural Diversity</b> )	Case Study Presentation, Counseling Strategies Portfolio	(A) (B) (E)

Multicultural counseling competencies ( <b>2c. Social and Cultural Diversity</b> ).	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	<b>(B) (D) (E) (F)</b>
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others ( <b>2d. Social and Cultural Diversity</b> ).	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio	<b>(B) (D) (E)</b>
The effects of power and privilege for counselors and clients ( <b>2e. Social and Cultural Diversity</b> ).	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	<b>(B) (C) (F)</b>
Help-seeking behaviors of diverse clients ( <b>2f. Social and Cultural Diversity</b> ).	Case Study Presentation, Counseling Strategies Portfolio	<b>(B) (D) (E)</b>
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination ( <b>2h. Social and Cultural Diversity</b> ).	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	<b>(A) (B) (C) (D) (E) (F)</b>
Theories of individual and family development across the lifespan ( <b>3a. Human Growth and Development</b> )	Case Study Presentation, Counseling Strategies Portfolio	<b>(A) (D) (E)</b>
Systematic and environmental factors that affect human development, functioning and behavior ( <b>3f. Human Growth and Development</b> )	Case Study Presentation, Counseling Strategies Portfolio	<b>(B) (D) (E)</b>
A general framework for understanding differing abilities and strategies for differentiated interventions ( <b>3h. Human Growth and Development</b> )	Case Study Presentation, Counseling Strategies Portfolio	<b>(A) (B) (D) (E)</b>

Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan ( <b>3i. Human Growth and Development</b> )	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	(A) (B) (C) (D) (E) (F)
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors ( <b>4b. Career Development</b> )	Case Study Presentation	(B) (D) (E)
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy ( <b>4g. Career Development</b> )	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio	(A) (B) (D)
Ethical and culturally relevant strategies for addressing career development ( <b>4j. Career Development</b> )	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	(A) (B) (C) (D) (E) (F)
Theories and models of counseling ( <b>5a. Counseling and Helping Relationships</b> ).	Case Study Presentation, Counseling Strategies Portfolio	(A) (D) (E)
A systems approach to conceptualizing clients ( <b>5b. Counseling and Helping Relationships</b> )	Case Study Presentation, Counseling Strategies Portfolio	(B) (D) (E)
Counselor characteristics and behaviors that influence the counseling progress ( <b>5f. Counseling and Helping Relationships</b> )	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	(B) (C) (F)
Essential interviewing, counseling and case conceptualization ( <b>5g. Counseling and Helping Relationships</b> )	Case Study Presentation	(A) (B) (C) (D)
Developmentally relevant counseling treatment or intervention plans ( <b>5h. Counseling and Helping Relationships</b> )	Case Study Presentation, Counseling Strategies Portfolio	(A) (C) (D) (E)

Development of measurable outcomes for clients ( <b>5i. Counseling and Helping Relationships</b> )	Case Study Presentation	(F)
Evidence based counseling strategies and techniques for prevention and intervention ( <b>5j Counseling and Helping Relationships</b> )	Case Study Presentation, Counseling Strategies Portfolio, Final Examination	(A) (B) (D)
Types of groups and other considerations that affect conducting groups in various settings ( <b>6f. Group Counseling and Group Work</b> )	Ethical Guidelines Response, Case Study Presentation	(D)
Ethical and culturally relevant strategies for designing and facilitating groups ( <b>6g. Group Counseling and Group Work</b> )	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	(C) (D) (F)
Use of assessment for diagnostic and intervention planning purposes ( <b>7e. Assessment and Testing</b> )	Ethical Guidelines Response, Final Examination	(C) (D)
Ethical and culturally relevant strategies for selecting, administering and interpreting assessment and test results ( <b>7m. Assessment and Testing</b> )	Ethical Guidelines Response, Final Examination	(C) (F)
Identification of evidence-based counseling practices ( <b>8b. Research and Evaluation</b> )	Case Study Presentation, Counseling Strategies Portfolio	(A) (B) (D)
Needs assessments ( <b>8c. Research and Evaluation</b> )	Ethical Guidelines Response, Case Study Presentation, Final Examination	(A) (B) (C) (D)

<b>CACREP Specialty Standards (School Counseling)</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
<b>1. Foundations</b>		
C. Models of P-12 comprehensive career development	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	(D) (F)

D. Models of school-based collaboration and consultation	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	<b>(D) (E)</b>
E. Assessments specific to P-12 education	Ethical Guidelines Response, Case Study Presentation, Final Examination	<b>(A) (B) (C) (D)</b>
<b>2. Contextual Dimensions</b>		
A. School counselor roles as leaders, advocates, and systems change agents in P-12 schools	Case Study Presentation, Final Examination	<b>(A) (B) (C) (D) (E) (F)</b>
B. School counselor roles in consultation with families, P-12 and post-secondary school personnel and community agents.	Case Study Presentation, Counseling Strategies Portfolio, Final Examination	<b>(C) (D) (E)</b>
C. School counselor roles in relation to college and career readiness	Case Study Presentation	<b>(D)</b>
K. Community resources and referral sources	Case Study Presentation	<b>(C) (F)</b>
L. Professional organizations, preparations standards, and credentials relevant to the practice of school counseling	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	<b>(F)</b>
M. Legislation and government policy relevant to school counseling	Final Examination	<b>(F)</b>
N. Legal and ethical considerations specific to school counseling	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	<b>(F)</b>
<b>3. Practice</b>		
D. Interventions to promote academic development	Case Study Presentation, Counseling Strategies Portfolio	<b>(A) (B)</b>

E. Use of developmentally appropriate career counseling interventions and assessments	Case Study Presentation, Counseling Strategies Portfolio	<b>(D)</b>
G. Strategies to facilitate school and postsecondary transitions	Case Study Presentation, Counseling Strategies Portfolio	<b>(D) (E)</b>
H. Skills to critically examine the connections between social, familial, emotional and behavior problems and academic achievement	Case Study Presentation, Counseling Strategies Portfolio	<b>(A) (D) (E)</b>
J. Interventions to promote college and career readiness	Case Study Presentation, Counseling Strategies Portfolio	<b>(C) (D)</b>
K. Strategies to promote equity in student achievement and college access	Case Study Presentation, Counseling Strategies Portfolio	<b>(A) (B) (C) (D)</b>

<b>CACREP Specialty Standards (Clinical Mental Health Counseling)</b>	<b>Assessment</b>	<b>Student Learning Outcome</b>
<b>1. Foundations</b>		
C. Principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning	Case Study Presentation, Counseling Strategies Portfolio	<b>(A) (C) (D) (E)</b>
<b>2. Contextual Dimensions</b>		
J. Cultural factors relevant to clinical mental health counseling	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio	<b>(B) (D) (E)</b>
L. Legal and ethical considerations specific to clinical mental health counseling	Ethical Guidelines Response, Case Study Presentation, Counseling Strategies Portfolio, Final Examination	<b>(F)</b>