



ROSEMONT COLLEGE
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

Course Title: School Counseling PK-12
Course Number: CNS 6065
Course Date: Fall 2020
Course Meeting Times: Tuesdays, 7:30 PM – 9:30 PM
Course Location: Good Counsel Hall – Room 107
Course Designation: Level I Course for the School Counseling Program
Semester Hours: 3
Prerequisites: None
Limitation on Enrollment: 18

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W (2:00 PM – 4:00 PM); R (2:00 PM – 4:00 PM)

Course Description: The course provides students with an understanding of the various roles of school counselors to promote a strong professional identity in alignment with the American School Counselor Association (ASCA) National Model. Topics for review will highlight an approach to connect school counselor competencies for building and implementing a

comprehensive school counseling program. Current issues in school counseling will be examined through national publications, scholarly research, and the professional experiences of school counseling within the field of practice.

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 completion of this course, students will be able to:

- A.** Demonstrate an awareness of the roles and responsibilities of school counselors at different levels of the school system to promote a strong professional identity
- B.** Identify areas of improvement within the school system through research and evaluation of program effectiveness to support the needs of underserved students
- C.** Implement counseling skills and techniques with multicultural populations of students at varying developmental levels to engage in appropriate treatment and intervention
- D.** Analyze prominent ethical and legal issues within the field of school counseling to employ best practices and advocate for students within the school system
- E.** Understand the multiple components of a comprehensive school counseling program to evaluate current school practices and make improvements for the future
- F.** Determine appropriate treatment approaches to students in crisis and non-crisis situations to support academic, social, and emotional development within the school and outside of the school system
- G.** Employ strategies to support the postsecondary planning development (i.e. college, career, and armed forces) of students with an attention to cultural background and experiences
- H.** Engage school constituencies, including teachers, students, families, administration, and community members to encourage a culture of communication and collaboration

II. Course Content

- A.** History and Current Trends of the Profession
 - 1. Vocational Guidance
 - 2. Hierarchy of Needs
 - 3. Age of Accountability
 - a. No Child Left Behind (NCLB)

- b. The Every Student Succeeds Act (ESSA)
 - 4. Brief Strategic Therapy
 - 5. Certification in School Counseling
 - a. State of Pennsylvania
 - 6. Ethical and Legal Standards in School Counseling
 - a. ASCA Ethical Standards
- B. Roles of School Counselors**
 - 1. Individual Counseling
 - 2. Group Counseling
 - 3. Crisis Counseling
 - 4. Career Counseling
 - a. Postsecondary Planning
 - 5. Consultation and Collaboration
 - a. Families
 - b. Mental Health Personnel
 - c. School Staff Persons
 - 6. Advocates
- C. Working with Children and Adolescents**
 - 1. School Levels: Elementary, Middle, and High School
 - a. **Developmentally Appropriate Intervention**
 - i. **Professional**
 - ii. **Family**
 - iii. **Peer**
 - b. Outside Community Referral
 - c. Student Transitions
 - 2. Academic, Social, and Emotional Learning
 - a. Assessment and Evaluation
 - b. Multicultural Populations
 - i. Children Experiencing Disabilities
 - ii. Substance Use

- iii. Suicide and Non-Suicidal Self Injury
 - iv. Homelessness
 - v. Sexual Identity
 - vi. Juvenile Delinquency
 - vii. Socioeconomic Status
 - viii. Underserved Populations
 - c. Identity Development
- D. Models and Approaches of School Counseling**
- 1. ASCA National Model
 - a. Professional Identity
 - b. Define
 - c. Manage
 - d. Deliver
 - e. Assess
 - 2. School Counselor Competencies
 - 3. Mindsets and Behaviors
 - 4. Comprehensive School Counseling Programs
 - 5. Family Systems Engagement
 - 6. Effective Leadership
- E. School Culture and Safety**
- 1. Physical Safety
 - 2. Emotional Safety
 - 3. Social Safety
 - 4. Threat Assessment Teams
 - 5. Traumatic Events Response
 - a. Grief and Loss
 - b. Violent Attacks
 - c. Bullying
- F. Career Development**
- 1. Developmentally Appropriate Intervention

2. Assessments in Career Development
3. Naviance
4. Career Development Theories
5. College, Career, Armed Forces

III. **Methods of Instruction**

- A. Lecture and Classroom Discussion
- B. Assigned Readings
- C. Audio-Visual Presentations
- D. Guest Speakers
- E. Peer Processing
- F. Discussion Board Postings

IV. **Methods of Assessment**

Assignment	Points
A.) Mission Statement Evaluation	10 X 1 = 10-Points
B.) Discussion Board Postings (4)	5 X 4 = 20-Points
C.) Community Resource Portfolio	20-Points
D.) School Counselor Interview	20-Points
E.) RAMP & Report Card Review	30-Points
Total Points	100-Points

- A. **Mission Statement Evaluation**: Students will select 10 different schools of their choosing within the geographical region and identify the school's mission statement. Students should review a variation of school levels (elementary, middle and high school) to gain an understanding of different perspectives. Students will post the name of the school and its mission statement within a thread on Canvas specifically assigned to them. Before submitting the post students will highlight components of the mission statement that match their philosophy towards school counseling. During the final class session students will integrate all these significant components to communicate a school mission statement that strongly correlates with their approach to school counseling.

Student Learning Outcomes: A, E, H

Total Points: 10 X 1 = 10-Points

- B. **Discussion Board Postings (4)**: Students will access Education Weekly and register for a

free account so that they will be able to review 3 separate articles over the course of the

semester. Please be aware that you may only access 3 different articles per month so choose your article appropriately. Students will read one to two articles per month and post a 2-paragraph review of the article on a discussion forum through Canvas. Students should only focus on reading articles that are relevant to school counseling, i.e. school safety, social-emotional learning, the Every Student Succeeds Act (ESSA), and college and career readiness. The first paragraph of the posting should provide a summary of the article. The second paragraph should provide insight into potential implications for school counselors based upon the reading.

The fourth and final discussion board posting will focus on postsecondary planning. Students will be assigned one of three different scenarios and respond to the scenario with a postsecondary plan to support the child, assuming that the student would most benefit from your guidance and direction based upon the student's specific scenario. Students should be specific about their thoughts by providing a step-by-step process to assist the student in their decision-making.

Student Learning Outcomes: A, B, D, E, F, G, H

Total Points: 4 X 5 = 20-Points

- C. **Community Resource Portfolio:** Students will develop a community resource portfolio by identifying 7 content areas in which children and adolescents may need to access community support services, i.e. family difficulties, trauma, disability services, social supports, emotional supports, substance abuse, etc. For each of these 7 content areas, students will identify at least 3 different community services created to support the needs of children and adolescents falling within this demographic. Students should create and compile the following for each community resource:
- (1.) A face sheet for each of the community services including:
 - (a.) The name of the organization
 - (b.) Contact information and location for the organization
 - (c.) Purpose of the community service program
 - (d.) Common medications prescribed to individuals within this demographic, if relevant
 - (2.) Students should also print a flyer or information pamphlet about the resource that can

be accessed through the facility website

Students will compile this information within a resource binder that will be submitted for this assignment. The community resource binder will be returned before the end of the semester so that students may use this information for a future interview.

Student Learning Outcomes: A, C, E, F, H

Total Points: 20-Points

- D. **School Counselor Interview:** Students will identify an active school counselor and contact this individual for interview and shadowing over a school day. Knowing that school counselor schedules are hectic, this experience does not need to encompass a full school day. However, the student should interview the school counselor on school grounds to gain insight into the reality of being a school counselor. Student should select a school counselor who functions within their school level of their interest, i.e. elementary, middle, or high school. Students should develop a list of 10-questions that relate to the subject matter addressed in the course and the student's own personal interests as a future school counselor for the interview. After the interview students will construct a paper that includes the following information:
- (1.) Name of the person interviewed
 - (2.) Description of work experience as a school counselor
 - (3.) List each of the 10-questions and a short summary of each response.
 - (4.) A reflection on your personal experience to the interview and shadowing of the school counselor.

Student Learning Outcomes: A, D, F, H

Total Points: 20-Points

- E. **Recognized ASCA Model Program (RAMP) and School Report Card Review:** Students will work in small groups to identify a RAMP certified school and review their report card and school website to determine how the school is meeting RAMP requirements.
- (a.) Please see the following sites to determine which school in the state of Pennsylvania that are RAMP certified:

- [https://www.schoolcounselor.org/school-counselors/recognized-asca-model-program-\(ramp\)/thinking-about-ramp](https://www.schoolcounselor.org/school-counselors/recognized-asca-model-program-(ramp)/thinking-about-ramp)

- http://www.pasca-web.org/aws/PSCA/pt/sp/program_ramp

(b.) School report cards for all schools in the state of Pennsylvania can be accessed through the following website: <https://futurereadypa.org/#>

(c.) The School Counseling Program Assessment based on criteria for RAMP certification can be accessed by searching “Implementing the ASCA National Model.” Once your group has selected a RAMP certified school, your group should review the connection between RAMP criteria and the information that exists within the school report card, institutional website, along with any other information that could be helpful. Students will communicate connections made as well as potential improvements that align with RAMP certification within a presentation that will be conducted in class. Students will be provided class time to gather information and divide responsibilities.

Student Learning Outcomes: A - H

Total Points: 30-Points

V. **Final Grade Scale**

Note: All students in the Graduate Counseling Program should strive to receive a grade of **“B” or higher.** If a student fails to do so, the student may be required to **repeat the course before continuing in the program.**

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 to become familiar with 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.). Official notice that a student has presented documentation for an absence is sent from the Office of the Dean of Students to faculty on a timely basis. In cases of a documented absence from a class, the student has 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 amounts to three absences for a class that meets on MWF schedule, two classes for courses meeting either on a TR or MW schedule, and one class for labs and classes that meet only once a week. 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. Class attendance is required, and roll is taken each period. Serious tardiness may result in a failure of 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, excepting that 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

VI. Required Texts

American School Counselor Association. (2019). *ASCA National Model: A framework for school counseling programs. (4th ed.)*. Alexandria, VA: Author.

Dollarhide, C. T. & Saginak, K. A. (2016). *Comprehensive school counseling programs K-12: Delivery systems in action. (3rd ed.)*. New York City, NY: Pearson.

Recommended Texts

Young, A. & Kaffenberger, C. (2018). *Making DATA work: An ASCA National Model publication. (4th ed.)*. Alexandria, VA: Author.

VII. Tentative Course Schedule

Date	Topics/Activities	Reading/Assignments Due
Week 1: 09/04/2018	Dollarhide: Chapters 1 The Profession of School Counseling	
Week 2: 09/11/2018	Dollarhide: Chapters 2 Schools as Social Institutions	Mission Statement (1-2)
Week 3: 09/18/2018	Dollarhide: Chapter 4 The ASCA National Model ASCA: Model Theme Review	Education Week (1)
Week 4: 09/25/2018	Dollarhide: Chapter 3 Qualities of Comprehensive School Counseling Programs	Mission Statement (3-5)
Week 5: 10/02/2018	Dollarhide: Chapter 5 Themes of Comprehensive School Counseling Program	Education Week (2)
Week 6: 10/09/2018	Dollarhide: Chapter 6 Foundation, Management, and Accountability Systems	Mission Statement (6-8)

Week 7: 10/16/2018	Dollarhide: Chapter 7 Delivery of the Comprehensive School Counseling Program	
Week 8: 10/23/2018	Dollarhide: Chapter 8 Counseling Activities	School Counselor Interview
Week 9: 10/30/2018	Dollarhide: Chapter 9 Educating Activities in the Domain	Education Week (3)
Week 10: 11/06/2018	Dollarhide: Chapter 10 Consultation in the Domains	Education Week (3)
Week 11: 11/13/2018	Dollarhide: Chapter 11 Comprehensive School Counseling Program in Action	Mission Statement (9-10)
Week 12: 11/20/2018	No Class – Thanksgiving Holiday	
Week 13: 11/27/2018	Dollarhide: Chapter 12 Ethical, Personal, and Professional Issues	RAMP & School Report Card Review
Week 14: 12/04/2018	School Mission Statement Integration	RAMP & School Report Card Review

VIII. Bibliography

A. Print Resources

Bemak, F., Williams, J., & Chi-Ying Chung, R. (2014). Four critical domains of accountability for school counselors. *Professional School Counseling, 18*(1), 100-110.

- Carey, J., Harrington, K., Martin, I., & Stevenson, D. (2012). A statewide evaluation of the outcomes of the implementation of ASCA National Model School Counseling Programs in Utah high schools. *Professional School Counseling, 16*(2), 89-99. Retrieved from <http://www.jstor.org.rosemont.idm.oclc/stable/profschocoun.16.2.89>.
- Cholewa, B., Burkhardt, C., & Hull, M. (2015). Are school counselors impacting underrepresented students' thinking about postsecondary education? A nationally representative study. *Professional School Counseling, 19*(1), 144-154. Retrieved from <https://www-jstor-org.rosemont.idm.oclc/stable/90014797>.
- Cornell, D., & Mehta, S. (2011). Counselor confirmation of middle school student self-reports of bullying victimization. *Professional School Counseling, 14*(4), 261-270. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/42732907>.
- DeKruyf, L., Auger, R., & Trice-Black, S. (2013). The role of school counselors in meeting students' mental health needs: Examining issues of professional identity. *Professional School Counseling, 16*(5), 271-282. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/profschocoun.16.5.271>.
- Johnson, K., & Hannon, M. (2014). Measuring the relationship between parent, teacher, and student problem behavior reports and academic achievement: Implications for school counselors. *Professional School Counseling, 18*(1), 38-48. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/profschocoun.18.1.38>.
- Kimbel, T., & Clemens, E. (2014). The development and validation of the school counseling program report card – student version. *Professional School Counseling, 18*(1), 111-124. Retrieved from <http://www.jstor.org.rosemont.ism.oclc.org/stable/profschocoun.18.1.111>.
- Lapan, R., Whitcomb, S., & Aleman, N. (2012). Connecticut professional school counselors: College and career counseling services and smaller ratios benefit students. *Professional School Counseling, 16*(2), 117-124. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/profschocoun.16.2.117>.
- Malott, K., Paone, T., Humphreys, K., & Martinez, T. (2010). Use of group counseling to address ethnic identity development: Application with adolescents of Mexican descent. *Professional School Counseling, 13*(5), 257-267. Retrieved from <http://www.jstor.org.rosemont.ism.oclc.org/stable/42732959>.

- Milsom, A., & McCormick, K. (2015). Evaluating an accountability mentoring approach for school counselors. *Professional School Counseling, 19*(1), 27-35. Retrieved from <https://www-jstor-org.rosemont.idm.oclc.org/stable/90014786>.
- Rose, J., & Steen, S. (2014). The achieving success everyday group counseling model: Fostering resiliency in middle school students. *Professional School Counseling, 18*(1), 28-37. Retrieved from <http://www.jstor.org.rosemont.idm.oclc.org/stable/profschocoun.18.1.28>.
- Stevens, H., & Wilkerson, K. (2010). The developmental assets and ASCA's National Standards: A crosswalk review. *Professional School Counseling, 13*(4), 227-233. Retrived from <http://www.jstor.org.rosemont.ism.oclc.org/stable/42732952>.
- Young, A., Dollarhide, C., & Baughman, A. (2015). The voices of school counselors: Essential characteristics of school counselor leaders. *Professional School Counseling, 19*(1), 36-45. Retrieved from <https://www-jstor-org.rosemont.idm.oclc.org/stable/90014787>.

B. Non-Print Resources

- American School Counselor Association (ASCA): <https://www.schoolcounselor.org/>
- Bureau of Labor Statistics: <https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm>
- Education Week: <https://www.edweek.org/ew/index.html>
- Pennsylvania Department of Education: <https://www.education.pa.gov/Pages/default.aspx>
- Pennsylvania School Counselors Association (PSCA): http://www.pasca-web.org/aws/PSCA/pt/sp/home_page
- Pennsylvanis Regional Education Applicant Placement (PAREAP): <http://www.pareap.net/>
- School Counselor License and Career Guide: <http://www.school-counselor.org/school-counselor-resources.html>

IX. CACREP Standards Assessment Crosswalk

CACREP Standard	Assessment	Learning Outcomes
Understand the history and philosophy of the counseling profession and its specialty areas. (1a. Professional Counseling Orientation and Ethical Practice)	Discussion Board Postings, Community Resource Portfolio, School Counselor Interview	(A) (D)
The multiple professional roles and functions of counselors across specialty areas, and their relationship with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation. (1b. Professional Counseling Orientation and Ethical Practice)	Discussion Board Postings, Community Resource Portfolio, School Counselor Interview, RAMP & Report Card Review	(A) (D) (H)
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency. (1c. Professional Counseling Orientation and Ethical Practice)	Discussion Board Postings, Community Resource Portfolio	(A) (F) (H)
The role and process of the professional counselor advocating on behalf of the profession. (1d. Professional Counseling Orientation and Ethical Practice)	Mission Statement Evaluation, School Counselor Interview, RAMP & Report Card Review	(A) (B) (D) (E) (H)
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. (1e. Professional Counseling Orientation and Ethical Practice)	Discussion Board Postings, School Counselor Interview, RAMP & Report Card Review	(B) (D) (E) (G)
Professional counseling organizations, including membership benefits, activities, services to members and current issues. (1f. Professional Counseling Orientation and Ethical Practice)	RAMP & Report Card Review	(D) (E)
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (1g. Professional Counseling Orientation and Ethical Practice)	Discussion Board Postings, RAMP & Report Card Review	(D) (E) (G)

Ethical standards of professional counseling organizations for credentialing bodies, and applications of ethical and legal considerations in professional counseling. (1i. Professional Counseling Orientation and Ethical Practice)	RAMP & Report Card Review	(D) (E)
Strategies for personal and professional self-evaluation and implications for practice (1k. Professional Counseling Orientation and Ethical Practice)	Mission Statement Evaluation, Community Resource Portfolio, RAMP & Report Card Review	(A) (B) (D) (E)
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. (2a. Social and Cultural Diversity)	RAMP & Report Card Review	(C) (F) (G) (H)
The impact of heritage, attitudes, beliefs, understanding, and acculturative experiences on an individual's views of others (2d. Social and Cultural Diversity)	Mission Statement Evaluation, Community Resource Portfolio	(C) (D) (G) (H)
The effects of power and privilege for counselors and clients (2e. Social and Cultural Diversity)	School Counselor Interview	(C) (D)
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. (2h. Social and Cultural Diversity)	Discussion Board Postings, School Counselor Interview, RAMP & Report Card Review	(B) (D) (E) (G)
Biological, neurological, and physiological factors that affect human development, functioning, and behavior (3e. Human Growth and Development)	Discussion Board Postings, Community Resource Portfolio	(C)
Systemic and environmental factors that affect human development, functioning, and behavior (3f. Human Growth and Development)	Discussion Board Postings, School Counselor Interview	(F) (H)
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (3g. Human Growth and Development)	Discussion Board Postings, School Counselor Interview	(F)
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3i. Human Growth and Development)	Community Resource Portfolio, RAMP & Report Card Review	(C) (D) (G)

Processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems (4c. Career Development)	Discussion Board Postings	(B) (E) (G)
Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (4e. Career Development)	Discussion Board Postings	(G) (H)
Strategies for career development program planning, organization, implementation, administration, and evaluation (4f. Career Development)	Discussion Board Postings, RAMP & Report Card Review	(B) (E) (G) (H)
Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (4g. Career Development)	Discussion Board Postings, RAMP & Report Card Review	(B) (C) (D) (G) (H)
Strategies for facilitating client skills development for career, educational, and life-work planning and management (4h. Career Development)	Discussion Board Postings, RAMP & Report Card Review	(G) (H)
Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (4i. Career Development)	Discussion Board Postings, RAMP & Report Card Review	(B) (C) (G)
Ethical and culturally relevant strategies for addressing career development (4j. Career Development)	Discussion Board Postings, RAMP & Report Card Review	(D) (G)
Theories and models of counseling. (5a. Counseling and Helping Relationships)	Community Resource Portfolio, School Counselor Interview, RAMP & Report Card Review	(D) (E) (F)
A systems approach to conceptualizing clients. (5b. Counseling and Helping Relationships)	Discussion Board Postings	(F) (G) (H)
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. (5d. Counseling and Helping Relationships)	School Counselor Interview	(C) (D)
Counselor characteristics and behaviors that influence the counseling process (5f. Counseling and Helping Relationships)	Mission Statement Evaluation, School Counselor Interview, RAMP & Report Card Review	(C) (D) (G) (H)

Essential interviewing, counseling, and case conceptualization skills (5g. Counseling and Helping Relationships)	Discussion Board Postings, School Counselor Interview	(C)
Developmentally relevant counseling treatment or intervention plans (5h. Counseling and Helping Relationships)	Community Resource Portfolio, RAMP & Report Card Review	(C) (F)
Evidenced-based counseling strategies and techniques for prevention and intervention. (5j. Counseling and Helping Relationships)	Community Resource Portfolio, RAMP & Report Card Review	(C) (F)
Strategies to promote client understanding of and access to a variety of community-based resources (5k. Counseling and Helping Relationships)	Community Resource Portfolio	(B) (D) (H)
Suicide prevention models and strategies. (5l. Counseling and Helping Relationships)	Community Resource Portfolio	(C) (F)
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid. (5m. Counseling and Helping Relationships)	Discussion Board Postings, Community Resource Portfolio	(C) (F)
Therapeutic factors and how they contribute to group effectiveness (6c. Group Counseling and Group Work)	School Counselor Interview, Community Resource Portfolio	(C) (D) (F)
Approaches to group formation, including recruiting, screening, and selecting members (6e. Group Counseling and Group Work)	Community Resource Portfolio	(E) (F)
Types of groups and other considerations that affect conducting groups in various settings (6f. Group Counseling and Group Work)	School Counselor Interview, Community Resource Portfolio, RAMP & Report Card Review	(C) (D) (E)
Ethical and culturally relevant strategies for designing and facilitating groups. (6g. Group Counseling and Group Work)	School Counselor Interview, Community Resource Portfolio	(C) (D)
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. (7c. Assessment and Testing)	School Counselor Interview	(F)
Procedures for identifying trauma and abuse and for reporting abuse. (7d. Assessment and Testing)	School Counselor Interview	(F)

Use of assessments for diagnostic and intervention planning purposes (7e. Assessment and Testing)	Discussion Board Postings, Community Resource Portfolio	(C) (E) (F) (G)
Use of assessments relevant to academic/educational, career, personal, and social development (7i. Assessment and Testing)	Discussion Board Postings	(C) (F) (G)
Use of symptom checklists, and personality and psychological testing (7k. Assessment and Testing)	Discussion Board Postings, Community Resource Portfolio	(C) (F)
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. (7m. Assessment and Testing)	Discussion Board Postings, RAMP & Report Card Review	(C) (D)
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (8a. Research and Evaluation)	Mission Statement Evaluation, Discussion Board Postings, RAMP & Report Card Review	(B) (D) (E)
Identification of evidence-based counseling practices (8b. Research and Evaluation)	Discussion Board Postings, Community Resource Portfolio	(B) (C) (F)
Needs assessments (8c. Research and Evaluation)	RAMP & Report Card Review	(C) (E) (F) (G)
Development of outcome measures for counseling programs (8d. Research and Evaluation)	RAMP & Report Card Review	(B) (E)
Evaluation of counseling interventions and programs (8e. Research and Evaluation)	RAMP & Report Card Review	(C) (D) (E) (F) (G) (H)
Analysis and use of data in counseling (8i. Research and Evaluation)	RAMP & Report Card Review	(B) (E)

X. CACREP Specialty Area (School Counseling) Crosswalk

CACREP Specialty Area	Assessment	Learning Outcome
1. Foundations		
A. History and development of school counseling	Discussion Board Postings, Community Resource Portfolio, School Counselor Interview	(A) (D)

B. Models of school counseling programs	Community Resource Portfolio, School Counselor Interview, RAMP & Report Card Review	(D) (E) (F)
C. Models of P-12 comprehensive career development	Discussion Board Postings, RAMP & Report Card Review	(E) (G)
D. Models of school-based collaboration and consultation	Community Resource Portfolio, School Counselor Interview, RAMP & Report Card Review	(E) (H)
E. Assessments specific to P-12 education	Community Resource Portfolio, School Counselor Interview, RAMP & Report Card Review	(C) (E) (F) (G)
2. Contextual Dimensions		
A. School counselor roles as leaders, advocates, and systems change agents in P-12 schools	Mission Statement Evaluation, School Counselor Interview, RAMP & Report Card Review	(A) (B) (D) (E) (H)
B. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	Discussion Board Postings, Community Resource Portfolio, School Counselor Interview, RAMP & Report Card Review	(A) (D) (H)
C. School counselor roles in relation to college and career readiness	Discussion Board Postings, School Counselor Interview, RAMP & Report Card Review	(A) (G)
D. School counselor roles in school leadership and multidisciplinary teams	Mission Statement Evaluation, Discussion Board Postings, School Counselor Interview	(A) (F) (H)
E. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma	Discussion Board Postings, Community Resource Portfolio	(A) (F) (H)

F. Competencies to advocate for school counseling roles	Discussion Board Postings, School Counselor Interview, RAMP & Report Card Review	(B) (D) (E) (G)
G. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	Discussion Board Postings, Community Resource Portfolio	(C)
H. Common medications that affect learning, behavior, and mood in children and adolescents	Community Resource Portfolio	(F)
I. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs	School Counselor Interview	(F)
J. Qualities and styles of effective leadership in schools	Mission Statement Evaluation, School Counselor Interview, RAMP & Report Card Review	(A) (B) (D) (E) (H)
K. Community resources and referral sources	Community Resource Portfolio	(C) (F) (H)
L. Professional organizations, preparations standards, and credentials relevant to the practice of school counseling	RAMP & Report Card Review	(D) (E)
M. Legislation and government policy relevant to school counseling	Discussion Board Postings	(D) (E)
N. Legal and ethical considerations specific to school counseling	RAMP & Report Card Review	(D) (E)
3. Practice		
A. Development of school counseling program mission statements and objectives	Mission Statement Evaluation, RAMP & Report Card Review	(A) (E)
B. Design and evaluation of school counseling programs	RAMP & Report Card Review	(A) (B) (E) (H)
C. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Discussion Board Postings, School Counselor Interview, RAMP & Report Card Review	(C) (D) (F)

D. Interventions to promote academic development	Discussion Board Postings, RAMP & Report Card Review	(C) (F)
E. Use of developmentally appropriate career counseling interventions and assessments	Discussion Board Postings, School Counselor Interview, RAMP & Report Card Review	(C) (G)
F. Techniques of personal/social counseling in school settings	Discussion Board Postings, School Counselor Interview, RAMP & Report Card Review	(C) (F)
G. Strategies to facilitate school and postsecondary transitions	Discussion Board Postings, RAMP & Report Card Review	(C) (G) (H)
H. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Discussion Board Postings, RAMP & Report Card Review	(B) (C) (G) (H)
I. Approaches to increase promotion and graduation rates	Discussion Board Postings, RAMP & Report Card Review	(B) (F)
J. Interventions to promote college and career readiness	Discussion Board Postings, RAMP & Report Card Review	(B) (G)
K. Strategies to promote equity in student achievement and college access	RAMP & Report Card Review	(B) (G)
L. Techniques to foster collaboration and teamwork within schools	Mission Statement Evaluation, School Counselor Interview	(H)
M. Strategies for implementing and coordinating peer intervention programs	School Counselor Interview, RAMP & Report Card Review	(B) (F)
N. Use of accountability data to inform decision making	RAMP & Report Card Review	(B) (E)
O. Use of data to advocate for programs and students	RAMP & Report Card Review	(B) (E)